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NONATHLETIC EXTRACURRICULUM ACTIVITIES



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UNITED STATES DEPARTMENT OF THE INTERIOR

OFFICE OF EDUCATION

NATIONAL SURVEY OF SECONDARY EDUCATION

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UNITED STATES DEPARTMENT OF THE INTERIOR
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NONATHLETIC EXTRACURRICULUM ACTIVITIES

BY
WILLIAM C. REAVIS
AND
GEORGE E. VAN DYKE

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N O T E

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1933.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education, it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928, they received a very courteous hearing. It was impossible, so the Chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

LETTER OF TRANSMITTAL

The handling of this Survey was intrusted to Dr. Leonard V. Koos, of the University of Chicago. With great skill he has, working on a full-time basis during his free quarters from the University of Chicago and part time during other quarters, brought it to a conclusion.

This manuscript has to do with those extracurriculum activities which are nonathletic. It was prepared by William C. Reavis of the University of Chicago and George E. Van Dyke of the Secondary Survey staff. The authors attempted to find out what extracurriculum activities there were and what, if any, the carryover influence into later life was on those participating.

They examined four high schools within 50 miles of Chicago. These were the only schools among 50 sampled which could produce student publications of the period before 1918. From these publications data were secured on student activities in all four schools during the period 1913-1930 and in some of the schools for earlier years. Tabulation was also made of returns on a check list on extracurriculum activities of the nonathletic type received from 224 schools. Later 24 of these schools were visited by the surveyors and a check list was used to secure more detailed information on a number of additional items considered important.

An effort was made to ascertain the influence of these activities on later activities in college or in adult life. No conclusive findings are reported, largely because of lack of records. Data for 529 graduates of a private secondary school, however, show in 42 per cent of the cases a carry-over value of interest in extracurriculum activities from secondary school to college. Data from 293 graduates of a public high school are also reported.

I recommend the manuscript for printing in the series of the National Survey of Secondary Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

NONATHLETIC EXTRACURRICULUM ACTIVITIES

CHAPTER I : THE DEVELOPMENT OF ACTIVITIES

1. DIFFICULTIES IN TRACING DEVELOPMENT

Reliable data on the development of extracurriculum activities in secondary schools are difficult to secure. School officers generally have not until recent years looked with favor on the introduction of such activities into the life of the school, and records of the participation of pupils in extra-class activities have therefore not been kept, as has been done for school attendance and course credits. As a result the records of pupil participations in extracurriculum activities which are available are largely incidental and are to be found in relatively few schools.

One of the early extracurriculum activities in the larger secondary schools to secure faculty recognition was some form of pupil publication, such as the annual, the newspaper, or the magazine. These publications often contain accounts of extraclass activities and, in some cases, records of the participation of the seniors. Such publications have apparently not been highly regarded by administrative officers, for little effort has been made to preserve unbroken files in the archives of the schools. For example, an inquiry addressed to the principals of 50 secondary schools within a 50-mile radius of Chicago revealed the fact that only four schools had unbroken files of annual publications antedating 1918. One school had a continuous file from 1900, another from 1905, the third from 1907, and the fourth from 1913. These files were made available for study and the data thus secured throw some light on the development of extracurriculum activities in secondary schools for the 30-year period 1900 to 1930.

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1. DEVELOPMENT IN FOUR SCHOOLS

The schools and their enrollments.—One of the four schools studied (A) is located in a large residential suburb of Chicago which has maintained an independent public secondary school since 1899. The second school (B) is private in organization although affiliated with the public secondary schools of Illinois because of its service as a practice-teaching institution for teachers in training for public secondary schools. The third school (C) is an independent public high school located in a moderate-sized residential suburb of Chicago. It has existed as an independent high school since its organization in 1888. The fourth school (D) is one of the oldest cosmopolitan high schools of Chicago, having been established in 1895.

The enrollment of these four schools in even numbers by 5-year intervals, 1900-1930, is presented in Table 1. The data throw light on findings to be presented later and are used as the basis in determining the ratio of participation in extracurriculum activities to the enrollment of the schools.

TABLE 1.—Approximate enrollment by 5-year intervals in four high schools, 1900-1930

| Year | School | | | | Year | School | | | |
|-----------|--------|-----|-----|-------|-----------|--------|-----|-------|-------|
| | A | B | C | D | | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1900..... | 300 | | | | 1920..... | 1,800 | 550 | 600 | 1,700 |
| 1905..... | 500 | 600 | | | 1925..... | 2,700 | 550 | 900 | 3,500 |
| 1910..... | 800 | 550 | 400 | | 1930..... | 3,600 | 550 | 1,200 | 4,300 |
| 1915..... | 1,100 | 550 | 500 | 1,200 | | | | | |

Development of nonathletic activities.—The total number of organized nonathletic activities maintained for boys, for girls, and for both boys and girls in these schools for the years 1900 to 1930, inclusive, is shown in Table 2.

From 1900 to 1920 the number of different activities provided for boys in School A remained practically constant, except for the years 1905 to 1907 during which time no activities were maintained. In the decade 1921 to 1930 the average number of activities for boys was about three times

EXTRACURRICULUM ACTIVITIES

the average number maintained in the previous decade, 1911 to 1920. Throughout the entire period the number of activities for girls averaged slightly less than the number maintained for boys. However, at no period was the school without activities for girls, although during the years 1905, 1906, 1909, 1910, and 1911 only one activity for girls was maintained. The number of activities for both boys and girls was less by 30 per cent than the activities provided separately for boys and for girls during the years 1900 to 1922. After 1922 the two groups of activities were approxi-

TABLE 2.—Number of organized nonathletic extracurriculum activities provided for boys, for girls, and for boys and girls in four schools within the period, 1900 to 1930

| Year | Activities in School A for | | | Activities in School B for | | | Activities in School C for | | | Activities in School D for | | |
|------|----------------------------|-------|----------------|----------------------------|-------|----------------|----------------------------|-------|----------------|----------------------------|-------|----------------|
| | Boys | Girls | Boys and girls | Boys | Girls | Boys and girls | Boys | Girls | Boys and girls | Boys | Girls | Boys and girls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1900 | 4 | 2 | 2 | No data submitted | | | | | | | | |
| 1901 | 3 | 2 | 2 | | | | | | | | | |
| 1902 | 2 | 2 | 2 | | | | | | | | | |
| 1903 | 4 | 4 | 1 | | | | | | | | | |
| 1904 | 2 | 2 | 1 | | | | | | | | | |
| 1905 | 0 | 1 | 1 | 9 | 2 | 9 | | | | | | |
| 1906 | 0 | 1 | 1 | 10 | 2 | 12 | | | | | | |
| 1907 | 0 | 2 | 2 | 7 | 2 | 8 | | | | | | |
| 1908 | 1 | 2 | 5 | 9 | 2 | 9 | | | | | | |
| 1909 | 5 | 1 | 6 | 5 | 1 | 14 | | | | | | |
| 1910 | 3 | 1 | 5 | 5 | 3 | 12 | 0 | 2 | 4 | | | |
| 1911 | 3 | 1 | 5 | 5 | 3 | 12 | 0 | 3 | 5 | | | |
| 1912 | 2 | 2 | 2 | 6 | 4 | 10 | 0 | 4 | 6 | | | |
| 1913 | 3 | 3 | 4 | 4 | 4 | 12 | 1 | 4 | 7 | | | |
| 1914 | 2 | 2 | 3 | 7 | 4 | 11 | 2 | 5 | 7 | | | |
| 1915 | 3 | 4 | 3 | 2 | 2 | 9 | 2 | 2 | 9 | 2 | 0 | 8 |
| 1916 | 3 | 4 | 4 | 6 | 5 | 10 | 3 | 2 | 10 | 4 | 2 | 8 |
| 1917 | 3 | 5 | 7 | 4 | 4 | 10 | 2 | 3 | 7 | 2 | 3 | 10 |
| 1918 | 5 | 4 | 7 | 4 | 5 | 11 | 1 | 2 | 8 | 2 | 6 | 8 |
| 1919 | 5 | 5 | 6 | 4 | 4 | 12 | 2 | 9 | 10 | 3 | 4 | 10 |
| 1920 | 4 | 3 | 7 | 4 | 3 | 11 | 3 | 2 | 8 | 2 | 3 | 11 |
| 1921 | 9 | 4 | 8 | 4 | 3 | 12 | 3 | 2 | 8 | 2 | 2 | 11 |
| 1922 | 8 | 4 | 8 | 4 | 2 | 10 | 4 | 3 | 9 | 2 | 2 | 10 |
| 1923 | 6 | 5 | 11 | 2 | 1 | 10 | 4 | 2 | 9 | 1 | 3 | 17 |
| 1924 | 9 | 5 | 11 | 2 | 1 | 9 | 4 | 2 | 8 | 3 | 3 | 21 |
| 1925 | 10 | 6 | 16 | 3 | 1 | 10 | 4 | 5 | 7 | 4 | 3 | 23 |
| 1926 | 10 | 7 | 18 | 3 | 0 | 12 | 3 | 6 | 10 | 4 | 2 | 30 |
| 1927 | 8 | 8 | 17 | 3 | 2 | 12 | 8 | 8 | 11 | 2 | 3 | 33 |
| 1928 | 10 | 9 | 18 | 4 | 2 | 13 | 5 | 12 | 12 | 3 | 3 | 34 |
| 1929 | 10 | 9 | 20 | 5 | 2 | 15 | 6 | 11 | 12 | 3 | 5 | 33 |
| 1930 | 11 | 9 | 20 | 6 | 3 | 17 | 7 | 11 | 13 | 5 | 10 | 36 |

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mately equal in number. Except for slight variation in 1905 and 1906 the total number of activities in School A remained virtually constant from 1900 to 1916, the average per year being approximately 7. This average was doubled between 1917 and 1920 and approximately quadrupled between 1921 and 1930.

The total number of activities supported by School B in 1904 was 20, 9 being for boys, 2 for girls, and 9 for both boys and girls. In 1930 the total number of activities was 26, 6 being for boys, 3 for girls, and 17 for both boys and girls. Throughout the period the number of activities participated in by boys exceeded those participated in by girls by approximately two to one. The activities provided for both boys and girls were 2.2 times the number maintained for the boys and 4.4 times the number for girls. The number of activities maintained by School B was relatively constant throughout the period. A slight decline in the number of activities was experienced between 1921 and 1927 due to the fact that faculty legislation in effect during this period acted as a deterrent to the organization of new activities.

At the beginning of the period no activities were available solely for the boys in School C, two activities were provided for the girls, and four for both boys and girls. Other data show that there were at this time three athletic activities for boys but none for the girls. No nonathletic activities were provided solely for the boys until 1911 when one activity was organized; after that year the increase in number was gradual, although considerable variation is noticed from year to year. At the end of the period 7 activities were provided exclusively for boys. The average for the period of 24 years is 3. The activities provided solely for girls fluctuate from year to year, the highest in any one year being 12; the lowest, 1; and the average, 4. The number available in 1930 was 11. The activities for both boys and girls throughout the period ranged from 4 to 13. The average for the period is 8. Considering all activities combined a gain of 6 was made between 1907 and 1911. From 1911 to 1925 the fluctuation in activities was slight. After 1925 the increase in activities was rapid, the number in 1930 being 31.

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Throughout the period the activities exclusively for boys remained relatively constant in School D, the range being from 1 to 5 and the average 3. The activities provided solely for girls average the same as the activities for boys, although the range is considerably greater (0-10). The activities provided for boys and girls greatly outnumber those provided for boys or girls separately throughout the entire period. The number remained relatively constant from 1913 to 1920, averaging 9.5, but from 1921 to 1930 a gradual increase in these activities took place, the number in 1930 being 36, or four and one-half times the number provided in 1913.

TABLE 3.—*Number of nonathletic extracurriculum activities in four schools for the period, 1913 to 1930, and the gain in percentage of activities in 1930 over 1913*

| Year | Number of activities for— | | | | Year | Number of activities for— | | | |
|-----------|---------------------------|-------|----------------|-----|----------------------------|---------------------------|-------|----------------|-----|
| | Boys | Girls | Boys and girls | All | | Boys | Girls | Boys and girls | All |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1913..... | 13 | 8 | 32 | 53 | 1923..... | 16 | 11 | 53 | 80 |
| 1914..... | 15 | 11 | 31 | 57 | 1924..... | 20 | 10 | 53 | 83 |
| 1915..... | 11 | 14 | 30 | 55 | 1925..... | 21 | 14 | 56 | 91 |
| 1916..... | 10 | 17 | 31 | 60 | 1926..... | 20 | 15 | 70 | 105 |
| 1917..... | 12 | 15 | 38 | 65 | 1927..... | 21 | 21 | 73 | 115 |
| 1918..... | 14 | 12 | 37 | 63 | 1928..... | 22 | 26 | 77 | 125 |
| 1919..... | 14 | 12 | 37 | 63 | 1929..... | 24 | 27 | 80 | 131 |
| 1920..... | 14 | 10 | 39 | 63 | 1930..... | 29 | 33 | 86 | 148 |
| 1921..... | 19 | 11 | 40 | 70 | Per cent gain ¹ | | | | |
| 1922..... | 19 | 12 | 49 | 80 | | 108 | 313 | 169 | 179 |

¹ Gain of 1930 over 1913.

If the nonathletic activities of the four high schools are combined for the years 1913 to 1930, the years for which data are available for all the schools, an interesting development is noted (Table 3). The activities provided exclusively for boys during the period increased 108 per cent; for girls, 313 per cent; for both boys and girls, 169 per cent; and all activities for the four schools as a group, 179 per cent. The increase in the activities for the boys took place very largely after 1920. In the case of the activities provided exclusively for the girls, an increase occurred between 1913 and 1916 followed by a decrease from 1916 to 1926. From 1926 to 1930 a very marked increase in the number of activities then

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occurred (15 to 33). The activities for both boys and girls remained practically constant from 1913 to 1916, when a sudden increase occurred; then again the number remained practically unchanged until 1921, when a second marked increase began. From 1921 to 1930 the activities increased gradually from 40 to 86. The combined activities for the four schools increased only 19 per cent from 1913 to 1920, but from 1920 to 1930 the gain was 160 per cent.

Development of athletic activities.—Data are also presented in Table 4 to show the development of athletic activities in the four schools for the same period as represented in the nonathletic activities. Activities exclusively for boys increased only 17 per cent during the 18 years. The activities exclusively for girls increased 163 per cent in the same time, although most of this increase occurred after 1928 (125 per cent). By combining the athletic activities for boys and girls an increase of only 22 per cent is found for the entire period, showing clearly that the great development in extracurriculum activities between 1913 and 1930 was in nonathletic activities and in the athletic activities provided exclusively for girls.

Number of activities of all types.—Data are presented in Table 5 which show the total number of extracurriculum activities of all types provided in the four schools under consideration for the period 1913 to 1930. At the beginning of the period (1913) the schools provided a greater number of activities for boys than for girls or for boys and girls. In 1917, the activities for boys and girls outnumbered the activities for boys and continued to do so for the remainder of the period. Throughout the 18-year period the number of activities provided for boys outnumbered the activities provided for girls, although at the end of the period (1930) the number was approximately the same. The greatest percentage of growth in the number of activities for the period is found in the case of the girls (237). The activities for boys and girls increased 153 per cent and those for boys only, 54 per cent. The data probably indicate, insofar as the four schools may be regarded as typical, that activities were better developed for boys between 1913 and 1915 than for girls, and that the development since 1925 has been in

EXTRACURRICULUM ACTIVITIES

favor of the girls. The growth in number of activities for boys and girls began in 1921 and has continued fairly rapidly to 1930 with the exception of two years, namely, 1924 and 1927.

TABLE 4.—Number of athletic extracurriculum activities in four schools for the period, 1913 to 1930, and the gain in percentage of activities in 1930 over 1913

| Year | Number of activities for— | | Total activities | Year | Number of activities for— | | Total activities |
|-----------|---------------------------|-------|------------------|----------------------------|---------------------------|-------|------------------|
| | Boys | Girls | | | Boys | Girls | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1913..... | 24 | 8 | 32 | 1923..... | 24 | 10 | 34 |
| 1914..... | 26 | 6 | 32 | 1924..... | 24 | 11 | 35 |
| 1915..... | 23 | 9 | 32 | 1925..... | 22 | 10 | 32 |
| 1916..... | 27 | 9 | 36 | 1926..... | 26 | 11 | 37 |
| 1917..... | 22 | 7 | 29 | 1927..... | 27 | 11 | 38 |
| 1918..... | 16 | 7 | 23 | 1928..... | 30 | 11 | 41 |
| 1919..... | 20 | 8 | 28 | 1929..... | 26 | 14 | 40 |
| 1920..... | 16 | 7 | 23 | 1930..... | 28 | 21 | 49 |
| 1921..... | 20 | 13 | 33 | Per cent gain ¹ | 17 | 163 | 22 |
| 1922..... | 21 | 9 | 30 | | | | |

¹ Gain of 1930 over 1913.

TABLE 5.—Number of athletic and nonathletic activities for boys, girls, and boys and girls in four schools for the period, 1913 to 1930

| Year | Activities for— | | | Year | Activities for— | | |
|-----------|-----------------|-------|----------------|-----------|-----------------|-------|----------------|
| | Boys | Girls | Boys and girls | | Boys | Girls | Boys and girls |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1913..... | 37 | 16 | 53 | 1923..... | 40 | 21 | 61 |
| 1914..... | 41 | 15 | 56 | 1924..... | 44 | 21 | 65 |
| 1915..... | 34 | 23 | 57 | 1925..... | 46 | 25 | 71 |
| 1916..... | 37 | 26 | 63 | 1926..... | 47 | 27 | 74 |
| 1917..... | 34 | 22 | 56 | 1927..... | 45 | 32 | 77 |
| 1918..... | 30 | 19 | 49 | 1928..... | 52 | 39 | 91 |
| 1919..... | 35 | 21 | 56 | 1929..... | 50 | 41 | 91 |
| 1920..... | 31 | 17 | 48 | 1930..... | 57 | 54 | 111 |
| 1921..... | 35 | 24 | 59 | | | | |
| 1922..... | 40 | 21 | 61 | | | | |

Ratio of nonathletic extracurriculum activities to enrollment.—

The ratio of the number of nonathletic activities to the pupil enrollment in Schools A, B, C, and D at 5-year intervals is shown in Table 6. In School A an activity was provided for

NATIONAL SURVEY OF SECONDARY EDUCATION

each 38 pupils in 1900, but in 1905 the ratio had increased to 250 indicating that the program of nonathletic activities had declined very rapidly within the 5-year period. The ratio of 1 activity to 89 pupils in 1910 shows marked increase in the offerings of nonathletic activities. This is followed by declines in 1915 and 1920 and increases in offerings in 1925 and 1930. Throughout the entire period, 1900 to 1930, the enrollment of the school increased rapidly, which may in part account for the size of the ratio of activities to enrollment. However, the variation in the size of the ratio from interval to interval probably indicates lack of consistency in policy of providing activities rather than lack of adjustment of offerings to increased enrollment.

TABLE 6.—Ratio of nonathletic extracurriculum activities to enrollment in four schools at 5-year intervals from 1900 to 1930

| Year | Schools | | | | | Year | Schools | | | | |
|-----------|---------|----|----|----|-----|-----------|---------|----|----|-----|-----|
| | A | B | C | D | All | | A | B | C | D | All |
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1900..... | 38 | | | | 38 | 1920..... | 129 | 29 | 38 | 121 | 74 |
| 1905..... | 250 | 25 | | | 42 | 1925..... | 84 | 40 | 56 | 121 | 84 |
| 1910..... | 89 | 28 | 44 | | 46 | 1930..... | 90 | 22 | 39 | 84 | 65 |
| 1915..... | 110 | 31 | 42 | 80 | 72 | | | | | | |

In School B, in which the enrollment from 1905 to 1930 was relatively constant, the ratio of activities to enrollment likewise remained relatively constant, except at the interval 1925, which came within a period of faculty restriction on the organization of new activities. The ratios suggest a policy of consistency with respect to the number of activities needed by the school to provide for the interests of the pupils.

The ratios of School C at the different intervals indicate the existence of a fairly consistent policy for the 20-year period with respect to the number of nonathletic extracurriculum activities required for the pupils. The data show that increase in school enrollment did not influence materially the ratio of activities to enrollment.

In School D, which among the four schools was required to make the greatest adjustment of activities to enrollment, the ratios indicate the existence of two different policies of

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providing nonathletic activities, one for the periods centering at 1915 and 1930, and the other for the periods centering at 1920 and 1925. There is no evidence to show that these policies were influenced by enrollment.

If the four schools are considered as a group a median ratio of one nonathletic activity to a pupil enrollment of 65 is found, the range in ratios for the seven intervals being 46 (38 to 84). By combining the data for the four schools the variations in ratios are smoothed. The results indicate that after the programs of activities were developed in the different schools, a period of conservatism followed with respect to the ratio of activities to enrollment, which in turn was followed by the adoption of a more liberal policy. The data for the individual schools show that the ratio of the number of activities to school enrollment is not greatly influenced by increase in enrollment in the several schools. The variation in ratio appears to be due in part to changes in administrative policy with respect to activities as well as to the change in enrollment status.

Relative growth of different types of activities between 1913 and 1930.—For the purpose of determining the types of activities experiencing the greatest growth between 1913 and 1930 the total nonathletic activities in the four schools were classified into five groups, namely: (1) Civic, moral, and honorary activities; (2) publications; (3) avocational activities; (4) social activities; and (5) subject clubs, literary and musical activities, and interscholastic teams. The growth in number of activities by groups is shown for the period 1913 to 1930 in Table 7. The "social activities" group declined in number of activities for the period (5 to 4). The largest gain (in number, but not in percentage) was made in the "subject clubs, literary and musical activities, and nonathletic interscholastic teams" (31 to 79). The greatest gain in percentage (560) was made in the "civic, moral, and honorary activities," which group increased from 5 to 33 activities. "Publications" increased from 9 to 13 and "avocational activities" from 3 to 19 during the period—the latter showing a gain of 544 per cent.

If the 18-year period (1913-1930) is divided into three 6-year periods, namely, 1913-1918, 1919-1924, and 1925-

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1930 as in Table 7 and the total number of different activities determined for each period, it is found that a total of 88 nonathletic activities was provided for the first period, 140 for the second, and 248 for the third, an increase of 52 activities in the second period over the first and of 104 activities in the third period over the second. Analysis of the totals in Table 7 shows that the marked increase in the nonathletic activities really began in 1922.

TABLE 7.—Number of nonathletic extracurriculum activities of different types provided in four schools by groups for the periods, 1913-1918, 1919-1924, and 1925-1930

| Year | Activity groups | | | | | Total activities | Total different activities for period |
|------|----------------------------|--------------|------------|--------|---------------------------------------|------------------|---------------------------------------|
| | Civic, moral, and honorary | Publications | Vocational | Social | Subject, musical, literary, and teams | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1913 | 5 | 9 | 3 | 5 | 31 | 54 | |
| 1914 | 5 | 9 | 4 | 7 | 30 | 55 | |
| 1915 | 6 | 9 | 5 | 5 | 30 | 55 | |
| 1916 | 6 | 9 | 3 | 8 | 32 | 58 | |
| 1917 | 9 | 9 | 4 | 6 | 37 | 65 | |
| 1918 | 9 | 9 | 3 | 6 | 36 | 63 | 88 |
| 1919 | 13 | 9 | 3 | 4 | 37 | 66 | |
| 1920 | 11 | 9 | 5 | 3 | 37 | 65 | |
| 1921 | 11 | 8 | 6 | 4 | 38 | 67 | |
| 1922 | 12 | 10 | 7 | 4 | 48 | 81 | |
| 1923 | 14 | 9 | 7 | 5 | 50 | 85 | |
| 1924 | 14 | 9 | 7 | 5 | 48 | 83 | 140 |
| 1925 | 22 | 9 | 8 | 5 | 53 | 97 | |
| 1926 | 23 | 10 | 13 | 3 | 58 | 107 | |
| 1927 | 25 | 10 | 10 | 4 | 63 | 112 | |
| 1928 | 28 | 11 | 15 | 3 | 65 | 122 | |
| 1929 | 33 | 12 | 16 | 3 | 69 | 133 | |
| 1930 | 33 | 13 | 19 | 4 | 79 | 148 | 248 |

Persistence of activities.—The character of extracurriculum activities as an expression of the interests of pupils is revealed in Table 8 in which the athletic and nonathletic activities are combined to provide a complete picture of the duration of activities in the four schools. A total of 391 different activities was found with histories extending from 1 to 31 years. School D, the largest of the four schools, leads in number of different activities supported; School B, the smallest, ranks second; School A, the second largest, ranks third; and School C, the third largest, ranks fourth. Approximately one-fifth

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(21 per cent) of all the activities lasted only one year. School C had the lowest percentage of 1-year activities (15), although School A was a close second with 16.5 per cent, and School B was a very close third with 16.9 per cent. The largest percentage of 1-year activities was found in School D (29.6). Fifty-two activities, or 13.3 per cent, lasted 2 years; 40, or 10.2 per cent, had a life of 3 years; 31, or 7.9 per cent, continued 4 years; and 23, or 5.9 per cent, persisted 5 years. Seventy-four activities, or 18.9 per cent, endured from 6 to 10 years, and the remaining 89, or 22.8 per cent, continued from 11 to 31 years. The data show a range of 2.3 years in the median life of all the extracurriculum activities of Schools A, B, C, and D, and a range of 3.7 years in the average life. The ranges are no doubt influenced to some extent by the differences in the periods for which records were available for the

TABLE 8.—Total number of athletic and nonathletic activities in four schools for the years for which data were available and the duration in years of the activities

| Number of years | School A | School B | School C | School D | Total |
|----------------------------|----------|----------|----------|----------|-------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 15 | 16 | 11 | 40 | 82 |
| 2 | 11 | 9 | 11 | 21 | 52 |
| 3 | 9 | 10 | 8 | 13 | 40 |
| 4 | 3 | 14 | 4 | 10 | 31 |
| 5 | 9 | 3 | 2 | 9 | 23 |
| 6 | 5 | 4 | 8 | 8 | 25 |
| 7 | 4 | 3 | 1 | 3 | 11 |
| 8 | 9 | 3 | 1 | 3 | 16 |
| 9 | 3 | 2 | 1 | 4 | 10 |
| 10 | 2 | 3 | 1 | 6 | 12 |
| 11 | 3 | 4 | 1 | 4 | 12 |
| 12 | 1 | 2 | | | 3 |
| 13 | | 3 | 3 | 3 | 9 |
| 14 | 2 | 1 | 2 | 1 | 6 |
| 15 | 1 | 1 | | 2 | 4 |
| 16 | 2 | | | 2 | 4 |
| 17 | 2 | 2 | 1 | 1 | 6 |
| 18 | | 3 | 1 | | 4 |
| 19 | 4 | | 2 | 5 | 11 |
| 20 | | | 3 | | 3 |
| 21 | | 2 | 1 | | 3 |
| 22 | | 2 | 3 | | 5 |
| 23 | | | 5 | | 5 |
| 24 | 1 | 2 | | | 3 |
| 25 | | 2 | | | 2 |
| 26 | | 1 | | | 1 |
| 27 | | 3 | | | 3 |
| 28 | 2 | | | | 2 |
| 29 | 1 | | | | 1 |
| 30 | 1 | | | | 1 |
| 31 | 2 | | | | 2 |
| Total number of activities | 91 | 95 | 70 | 135 | 391 |
| Median life | 5.3 | 4.5 | 5.0 | 3.0 | 4.4 |
| Average life | 7.7 | 8.5 | 3.3 | 4.8 | 6.8 |

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different schools. The findings reveal both the fleeting character and the permanence of interests of pupils in the four secondary schools—both of which are no doubt desirable in extracurriculum programs.

Participation in activities during high school of seniors graduated from four schools in 1921 and 1928.—The extent of participation in both athletic and nonathletic activities during high school of the seniors who were graduated from Schools A, B, C, and D is shown in Table 9. The average number of activities for the seniors of the four schools ranges from 3.3 in School C in 1921 to 5.2 in School B, and in 1928 from 3.5 in School D to 7.0 in School B. In extent of participation the boys exceeded the girls in 1921 in Schools A and C and the girls exceeded the boys in Schools B and D. In 1928, the girls exceeded the boys in Schools A and C, equalled the boys in School D, but were below the boys in School B. In Schools B and D the participation of the boys graduating in 1928 was greater than in 1921, but in Schools A and C the situation was reversed. The girls graduating in 1928 from Schools A, B, and C excelled in average number of activities carried by the girls who graduated in 1921, but in School D the girls in 1921 surpassed those in 1928. The findings show that the pupils of the four schools graduating in 1921 participated on the average in 4.1 extracurriculum activities during their residence in high school and that those graduating in 1928 participated on the average in 4.4; the boys exceeded the girls in number of activities (0.2) in 1921, and the girls exceeded the boys in 1928 (1.1).

TABLE 9.—Average number of athletic and nonathletic activities participated in during high school by seniors graduating from four schools in 1921 and 1928

| Group | Average for schools | | | | |
|--------------------|---------------------|-----|-----|-----|-----|
| | A | B | C | D | All |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Boys in 1921..... | 4.6 | 5.1 | 3.6 | 3.1 | 4.2 |
| Boys in 1928..... | 3.9 | 6.6 | 3.1 | 3.7 | 3.6 |
| Girls in 1921..... | 3.8 | 5.3 | 2.4 | 4.2 | 4.0 |
| Girls in 1928..... | 5.5 | 7.4 | 4.0 | 3.4 | 4.7 |
| Total in 1921..... | 4.2 | 5.2 | 3.3 | 3.7 | 4.1 |
| Total in 1928..... | 4.7 | 7.0 | 3.8 | 3.5 | 4.4 |

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Percentage of seniors in four schools not participating in extracurriculum activities.—The data presented in Table 10 show considerable variation in the percentage of seniors not participating in any kind of extracurriculum activities during their senior year. The variation in some of the schools among classes and periods of years is marked. There is also considerable variation among the four schools.

TABLE 10.—*Percentage of seniors graduating from four schools, 1913 to 1930, who did not participate in athletic or nonathletic extracurriculum activities during the senior year*

| Year | Schools | | | | Year | Schools | | | |
|-----------|------------------|----|------------------|------------------|--------------|---------|------|------|------|
| | A | B | C | D | | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1913..... | (¹) | 11 | 5 | 24 | 1923..... | 0 | 9 | 9 | 21 |
| 1914..... | 3 | 0 | 10 | 14 | 1924..... | 0 | 7 | 6 | 15 |
| 1915..... | 2 | 1 | 9 | 12 | 1925..... | 4 | 5 | 4 | 8 |
| 1916..... | 1 | 11 | (¹) | (¹) | 1926..... | 3 | 0 | 10 | 9 |
| 1917..... | 1 | 3 | 19 | 22 | 1927..... | 4 | 1 | 10 | 5 |
| 1918..... | 1 | 10 | 1 | 18 | 1928..... | 7 | 3 | 9 | 5 |
| 1919..... | 3 | 5 | 8 | 34 | 1929..... | 8 | 25 | 11 | 6 |
| 1920..... | 1 | 7 | 5 | 39 | 1930..... | 8 | 5 | 12 | 5 |
| 1921..... | 0 | 5 | 8 | 27 | Average..... | 3.9 | 12.8 | 10.5 | 17.5 |
| 1922..... | 0 | 13 | 7 | 34 | | | | | |

¹ Complete information not available. *

3. SUMMARY

Records of extracurriculum activities in four secondary schools for the three decades, 1900 to 1930, show that in the public schools nonathletic activities had made only a small beginning prior to 1910. The number of these activities in the schools increased about 60 per cent during the next decade, 1910-1920, while the enrollment was making a similar gain. By 1930 activities in these schools were more than four times the number provided in 1910 for a pupil enrollment which had increased in approximately the same ratio. In the one private school included (School B) little change in the total number of activities occurred throughout the 30-year period. Such change as was apparent consisted in a slight shifting toward the end of the period from activities exclusively for boys to activities for boys and girls. The enrollment of the private school throughout the period was virtually constant. If the data for the four schools for the 18-year period, 1913-1930, for which the records are complete,

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are totaled an increase of 179 per cent in number of nonathletic activities is found to have taken place. The largest increase was in the activities for girls (313 per cent). Activities for boys and girls increased 169 per cent and for boys only, 108 per cent. The increase in nonathletic activities for the period was approximately eight times the increase in athletic activities.

Classification of the activities provided in the four schools for the 18-year period, 1913-1930, reveals a marked increase in three types of activities, namely, "Civic, moral, and honorary" (560 per cent), "Avocational" (533 per cent), and "Subject, musical, literary, and teams" (155 per cent). "Publication" increased only 44 per cent in the same period, and "Social activities" lost 20 per cent. While the ratio of the number of activities to the enrollment of the four schools did not change materially in the 18-year period, the pupils were provided with a much greater variety of activities as is shown by the increase in the total number of activities for the three 6-year periods 1913-1918 (88), 1919-1924 (140), and 1925-1930 (248).

A total of 391 activities (athletic and nonathletic) was provided in the four schools during the years 1900-1930 for which records were available. The average length of life of these activities was 6.8 years, and the median life was 4.4 years. The participation in activities of the members of two graduating classes (1921 and 1928) during their residence in the four schools shows that the boys slightly exceeded the girls in 1921 in average number of activities (4.2 to 4.0) and that the girls exceeded the boys considerably in 1928 (4.7 to 3.6). The participation of both boys and girls was slightly greater in 1928 than in 1921 (4.4 and 4.1).

The extent of participation by seniors in the four schools studied varied considerably both among schools and classes of the same school. For the 18-year period, 1913-1930, approximately 88 per cent of the members of senior classes who were graduated participated in some extracurriculum activity during the senior year. The range in the class averages for the four schools is from 96.1 per cent in School A to 82.5 per cent in School D. The highest class average, 100 per cent, was made by six classes (four in School A and two in School B) and the lowest class average, 61 per cent, was made by the class of 1920 in School D.

CHAPTER II : NONATHLETIC ACTIVITIES IN SELECTED SCHOOLS

1. THE SCHOOLS REPRESENTED

The list of schools studied.—As a means of ascertaining the character of nonathletic extracurriculum activities an inquiry form was devised and sent to a selected list of secondary schools with innovating practices. The list was made up from earlier inquiry forms which sought information from offices of State departments of education, city school superintendents, and principals of individual secondary schools regarding significant progress in the organization and administration of extracurriculum activities. No school was placed on the list unless it was reported on one or more of the three inquiry forms as making or as having made significant progress in the organization and administration of nonathletic extracurriculum activities.

The completed list, after omissions of schools already approached on a number of other projects of the National Survey of Secondary Education contained 399 schools. To these an inquiry form containing 36 questions pertaining to the practices of organizing and administering intramural and interscholastic nonathletic activities was mailed on January 9, 1931. Replies were received from 224 schools, or 56.1 per cent of the list. These 224 schools are believed to constitute a satisfactory selection of the secondary schools of the United States with respect to outstanding practices in the organization and administration of nonathletic extracurriculum activities, the field to which this inquiry was confined. Since the institutions studied are not a mere sampling of secondary schools in general, the practices found should be representative of best current practices in the organization and administration of activities in our best secondary schools.

Distribution of schools according to type of organization and enrollment.—The group of 224 schools contained 64 junior high schools distributed to 26 States and the District of Columbia, 38 senior high schools in 21 States, 89 4-year high

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schools in 36 States and the District of Columbia, and 33 6-year high schools in 18 States. The distribution of these schools according to type and enrollment is shown in Table 11. All but a small percentage of the schools furnished enrollment data. Twelve and one-tenth per cent were small schools enrolling 100 pupils or less; 21.4 per cent ranged in enrollment from 101 to 300; 21.9 per cent from 301 to 750; 32.1 per cent from 751 to 2,000; and 9.0 per cent enrolled more than 2,000 pupils. The median enrollment of the different types of schools was 950 for the junior high schools, 1,125 for the senior high schools, 260 for the 4-year high schools, and 325 for the 6-year high schools. The median for all schools which reported enrollment data was approximately 600. The number of the different types of schools is considered satisfactory for the purpose of this study.

TABLE 11.—*Distribution of 224 secondary schools with innovating practices in nonathletic activities according to types of school organization and enrollment groups*

| Enrollment group | Types of secondary-school organization | | | | Total |
|------------------------|--|--------|--------|--------|-------|
| | Junior | Senior | 6-year | 4-year | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 100 and less..... | 2 | 2 | 3 | 20 | 27 |
| 101-300..... | 2 | 4 | 13 | 29 | 48 |
| 301-750..... | 23 | 6 | 8 | 12 | 49 |
| 751-2,000..... | 30 | 18 | 7 | 18 | 72 |
| More than 2,000..... | 4 | 5 | 2 | 9 | 20 |
| Not given..... | 3 | 3 | | 2 | 8 |
| Total schools..... | 64 | 38 | 33 | 89 | 224 |
| Median enrollment..... | 950 | 1,125 | 325 | 260 | 600 |

Distribution of schools according to enrollment and geographical location.—The 224 schools are classified in Table 12 by size of enrollment and geographical location. The group of schools appears to be representative in number and average size of accredited secondary schools in the different geographical divisions of the United States. Nine and eight-tenths per cent of the schools are located in New England and the median enrollment of the group is 615; 17.9 per cent in the Middle Atlantic States with a median enrollment of 640; 17.9 per cent in the Southern States with a median enrollment

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of 415; 40.6 per cent in the Middle West with a median enrollment of 725; and 13.8 per cent in the Western States with a median enrollment of 480. The lower median enrollment for the Southern and Western groups is probably influenced in the one group by segregation of races and in the other group by the sparsity of the population.

TABLE 12.—*Distribution of 224 secondary schools with innovating practices in nonathletic activities according to geographical divisions and enrollment groups*

| Enrollment group | Geographical divisions | | | | |
|------------------------|------------------------|-----------------|----------|----------------|---------|
| | New England | Middle Atlantic | Southern | Middle Western | Western |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 100 and less..... | 2 | 3 | 4 | 13 | 5 |
| 101-300..... | 5 | 8 | 14 | 15 | 6 |
| 301-750..... | 5 | 12 | 8 | 16 | 8 |
| 751-2,000..... | 7 | 15 | 12 | 30 | 8 |
| More than 2,000..... | 2 | 2 | 2 | 12 | 2 |
| Not given..... | 1 | | | 5 | 2 |
| Total schools..... | 22 | 40 | 40 | 91 | 31 |
| Median enrollment..... | 615 | 640 | 415 | 725 | 480 |

Distribution of schools according to geographical location and type of organization.—The distribution of the 224 schools is shown according to geographical location and type of organization in Table 13. The different types of organization are fairly evenly distributed in the different geographical divisions with the single exception of the 6-year high school, which is not found in the group of schools in the Western

TABLE 13.—*Percentage of secondary schools of different types of organization in different geographical divisions*

| Type of organization | Geographical divisions | | | | |
|----------------------|------------------------|-----------------|----------|----------------|---------|
| | New England | Middle Atlantic | Southern | Middle Western | Western |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Junior..... | 31.8 | 27.5 | 27.5 | 26.4 | 33.5 |
| Senior..... | 13.9 | 12.5 | 20.0 | 17.6 | 19.3 |
| 6-year..... | 18.2 | 17.5 | 20.0 | 15.4 | |
| 4-year..... | 36.4 | 42.5 | 32.5 | 40.6 | 48.2 |

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States. The junior high school has a slightly greater representation in the Western and New England divisions, the senior high school in the Southern and Western divisions, the 6-year high school in the Southern and New England groups and the regular 4-year high school in the Western and Middle Atlantic groups.

The group of schools as a whole.—The representation of 224 schools with innovating practices in the organization and administration of nonathletic extracurriculum activities is shown by the distributions to be satisfactory with respect to enrollment, type of school organization, and geographical location.

2. NUMBERS OF ACTIVITIES

Findings of other studies regarding the relation of school size to number of extracurriculum activities supported.—Earlier studies of the number of activities (athletic and nonathletic) in secondary schools have seemed to indicate that size or enrollment was not a determining factor in the number of activities supported by a school. Wilds¹ found in 1917 in a study of 63 high schools ranging in enrollment from 50 to 1,909 (median, 300) that the larger schools of the group (median enrollment, 1,220) had a median number of 15.7 activities, and the smaller schools of the group (median enrollment, 208) had a median of 13.5 activities. The median number of activities for the entire group was 14.3. A study of 1,071 schools made by the *American Educational Digest* in 1925 revealed a range in the total number of athletic and nonathletic activities supported by the schools of 1 to 51 and an average per school of 15—not counting school assemblies and class meetings as extracurriculum activities.²

Relation of size of school to number of nonathletic activities supported.—The present study reveals a marked increase in the number of nonathletic activities in the schools with large enrollments over the schools with small enrollments (Fig. 1). The small schools with enrollments of 100 and fewer support a median number of nonathletic activities of only 5.5. The median in the schools with enrollments of 101-300 is 7; in the

¹ Wilds, E. H. *The Supervision of Extracurricular Activities*, p. 27. Unpublished master's thesis, Department of Education, University of Chicago, 1917.

² 44:389 May, 1925.

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schools of 301-750 the median is 13; in the schools of 751-2,000 the median is 22; and in schools with enrollments in excess of 2,000 the median is 24.5. The ranges of the number of activities in the schools in the different enrollment groups show marked variation with respect to the number of activities supported by any given group of schools (data not presented in tabular form). For example, the range for the smallest schools with enrollments of 100 and fewer is from 1 to 15 activities and for the largest schools from 6 to more than 50. In the schools with enrollments of 101-300 the range is 1 to 20. The range is increased in the schools with enrollments of 301-750 from 1 to 40, and in the schools with enrollments of 751-2,000 from 1 to more than 50. The me-

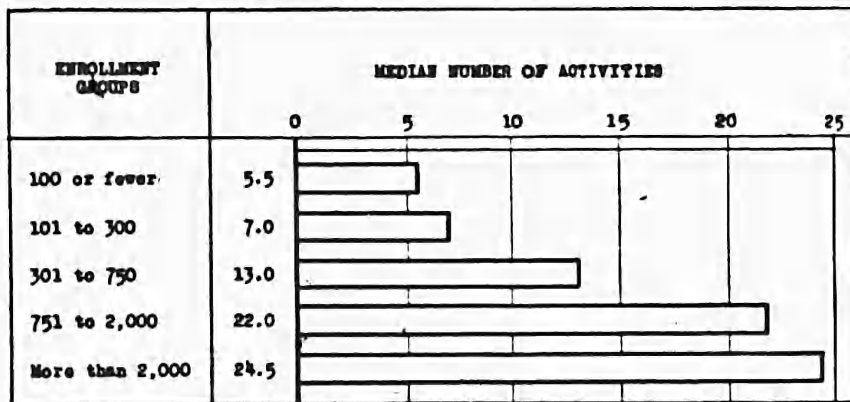


FIGURE 1.—Median number of nonathletic extracurriculum activities supported in the schools in the different enrollment groups

dian practice of the schools in the different enrollment groups with respect to the number of nonathletic extracurriculum activities is shown in Figure 1. The median number for the 224 schools is 13. This number is slightly lower than that found by Wilds and by the *American Educational Digest*, although the median would probably be considerably larger if athletic activities were added as was the case in the studies quoted.

Relation of type of school organization to the number of nonathletic activities supported.—The medians reveal even greater variation when the number of activities is distributed according to the types of organization of the schools. The junior high schools lead with a median of 21 and the senior

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high schools are a close second with 17.8. The 6-year high school, however, drops to 9.5 and the 4-year high school to 8.6. These variations in medians seem to indicate a tendency for the nonathletic activities to increase under types of school organization which increase enrollment and reduce the age range of the pupils. The ranges in the number of activities for the different types of schools are approximately the same, although there are only a few schools of the 4-year and 6-year types which maintain more than 30 activities. The percentages of activities for the different types of schools are shown in Table 14.

TABLE 14.—Percentage distribution of secondary schools of different types of organization according to the number of nonathletic activities supported

| Number of activities | Types of school organization | | | | Total |
|----------------------|------------------------------|--------|--------|--------|-------|
| | Junior | Senior | 6-year | 4-year | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1-5..... | 3.1 | 7.9 | 15.2 | 20.2 | 12.3 |
| 6-10..... | 10.9 | 15.8 | 30.3 | 37.1 | 25.0 |
| 11-15..... | 18.8 | 13.2 | 12.1 | 13.5 | 14.8 |
| 16-20..... | 9.4 | 21.0 | 12.1 | 5.6 | 10.2 |
| 21-30..... | 20.3 | 18.4 | 3.0 | 12.4 | 14.2 |
| 31-40..... | 14.1 | 5.3 | 9.1 | 11.0 | 6.7 |
| 41-50..... | 9.4 | 5.3 | ..... | 2.2 | 4.9 |
| More than 50..... | 6.2 | 10.5 | 3.0 | 2.2 | 4.9 |
| Not given..... | 7.8 | 2.6 | 15.2 | 5.6 | 7.2 |

Relation of geographical location of schools to number of nonathletic activities supported.—Great variation is also discovered in the median number of activities supported when the schools are distributed to geographical divisions. The schools in the Middle West lead with a median of 15.4 activities. The schools in the Middle Atlantic States rank second with a median of 13.9, those in the Western States rank third with a median of 11.9, those in the Southern States are fourth with 11.3, and those in New England are the lowest with 10.5. The schools in New England and the Western States show slightly less range in the number of activities than the schools in the other divisions; the greatest concentration, 40.9 per cent, with respect to a given number of activities (6-10) is found in the New England Division. The percent-

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age distribution of the number of activities for the schools in the different geographical divisions is presented in Table 15.

Relation of policies concerning participation and number of nonathletic activities supported.—A factor believed to influence the number of activities supported by a school is the policy concerning participation. Since about a fourth³ of the pupils usually do not participate voluntarily in activities, a policy of requirement would of necessity either increase the number of activities to be provided or the average membership in the activities.

TABLE 15.—*Percentage distribution of secondary schools in the different geographical divisions according to the number of nonathletic activities supported*

| Number of activities | Geographical divisions | | | | |
|----------------------|------------------------|-----------------|----------|----------------|---------|
| | New England | Middle Atlantic | Southern | Middle Western | Western |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1-5..... | 9.1 | 15.0 | 12.5 | 11.0 | 16.1 |
| 6-10..... | 40.9 | 17.5 | 27.5 | 23.1 | 25.8 |
| 11-15..... | 22.7 | 22.5 | 15.0 | 9.9 | 11.9 |
| 16-20..... | | 15.0 | 2.5 | 13.2 | 12.9 |
| 21-30..... | 13.6 | 10.0 | 15.0 | 15.4 | 16.1 |
| 31-40..... | 4.6 | 10.0 | 7.5 | 6.6 | 3.2 |
| 41-50..... | 9.1 | | 2.5 | 5.5 | 6.5 |
| More than 50..... | | 10.0 | 5.0 | 5.5 | |
| Not given..... | | | 12.5 | 9.9 | 6.5 |

The data presented in Table 16 indicate considerable variation in the different school groups in policy of participation. Of the schools in the several geographical divisions, the Middle Atlantic and Southern groups are highest in required participation and the schools of the Western and Middle Western groups are lowest. The junior high schools have required participation from three to four times as frequently as the schools of other types, and the schools with enrollments below 750 greatly exceed the schools above 750 in the frequency with which participation in activities is required of all pupils. The findings, however, show that participation in activities is voluntary, or at least not required, in 77.7 per cent of the 224 schools.

³The Twenty-Fifth Yearbook, National Society for the Study of Education, Part II, 1925, p. 80.

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TABLE 16.—Percentage distribution of secondary schools in different geographical divisions, types of organization, and enrollment groups according to their practices with respect to required, not required, and not specified participation of pupils in nonathletic activities

| Groups | Required | Not required | Not specified |
|------------------------|----------|--------------|---------------|
| 1 | 2 | 3 | 4 |
| Geographical divisions | | | |
| New England..... | 22.5 | 77.5 | |
| Middle Atlantic..... | 30.0 | 70.0 | |
| Southern..... | 27.5 | 70.0 | 2.5 |
| Middle Western..... | 16.5 | 81.3 | 2.2 |
| Western..... | 12.9 | 87.1 | |
| Types of organization: | | | |
| Junior..... | 37.5 | 61.0 | 1.6 |
| Senior..... | 13.2 | 84.2 | 2.6 |
| 6-year..... | 9.1 | 90.9 | |
| 4-year..... | 16.9 | 82.0 | 1.1 |
| Enrollment groups: | | | |
| 100 and fewer..... | 25.9 | 74.1 | |
| 101 to 300..... | 20.8 | 79.2 | |
| 301 to 750..... | 28.5 | 67.4 | 4.1 |
| 751 to 2,000..... | 16.6 | 83.4 | |
| More than 2,000..... | 15.0 | 85.0 | |
| All schools..... | 21.0 | 77.7 | 1.3 |

Relation of voluntary participation by pupils to number of nonathletic activities supported.—If the schools of the different groups are considered collectively, marked variation in the percentage of pupils participating in nonathletic activities is found from grade to grade. In the lower grades of the secondary school (seventh, eighth, and ninth), the greatest percentage of pupils participating voluntarily in the nonathletic activities is found in the eighth grade (66.8). In the seventh grade the percentage of participation is 3 per cent less and in the ninth 11.7 per cent less than in the eighth. The percentage of pupils voluntarily participating in nonathletic activities in the upper grades of the secondary school (tenth, eleventh, and twelfth), is greatest in the twelfth grade (71.9). The tenth grade has the lowest percentage of participation in the entire secondary school (51.3). The eleventh grade has a percentage of 62.6, or 9.3 per cent less than the twelfth grade.

When the data are separated for the boys and girls as shown in Table 17, the order of the grade percentages remains unchanged, although some variations in the size of the percentages occur. For example, the boys are found to have lower percentages than the girls in grades 8 (0.2), 9 (1.6), 10 (6.6),

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and 12 (0.4). Only in the seventh grade are the girls lower in participation than the boys, the difference being 1.9 per cent. The percentage of participation in the eleventh grade is the same for the boys and girls (62.6). When the percentages of all the grades are combined the girls exceed the boys in voluntary participation by only 1.7 per cent—not a large difference.

TABLE 17.—*Percentages of pupils voluntarily participating in nonathletic extracurriculum activities by grades in 132 secondary schools not requiring participation*

| Grade | Percentage participating | | | Grade | Percentage participating | | |
|---------|--------------------------|-------|-------|------------|--------------------------|-------|-------|
| | Boys | Girls | Total | | Boys | Girls | Total |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 7..... | 64.7 | 62.8 | 63.8 | 11..... | 62.6 | 62.6 | 62.6 |
| 8..... | 66.7 | 66.9 | 66.8 | 12..... | 71.8 | 72.0 | 71.9 |
| 9..... | 57.4 | 59.0 | 58.2 | Total..... | 60.0 | 61.7 | 60.9 |
| 10..... | 47.8 | 54.4 | 51.3 | | | | |

Obviously the differences in the percentage of pupils participating in the different grades of the secondary school can not be explained on the ground of sex. However, further analysis of the data makes possible the identification of some sources of differences. For example, it is shown in Table 18 that the percentage of pupils participating in the seventh grade is weighted by the practices of several large 6-year high schools in New England; that the eighth-grade percentage is weighted by the practices of the large 6-year schools in New England, by several small junior high schools in the Western division, and by a few large 6-year schools in the Southern division; that the ninth-grade percentage is decreased particularly by the practices of a few very large 4-year schools (of more than 2,000 enrollment) in New England, Middle Atlantic, and Middle Western States; that the tenth-grade percentage is diminished by the practices of middle-sized (301 to 750) and very large (more than 2,000) schools in New England and all the other geographical divisions except the Middle Western; that the increase in the percentage of participation of the eleventh-grade pupils is due to practices of small and middle-sized 4- and 6-year schools (100 and fewer

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to 750) in the Middle Western division; and that the high percentage of the twelfth grade is influenced especially by the practices of the 4- and 6-year schools with enrollments ranging from 100 and fewer to 750 in the Middle Atlantic and Middle Western divisions.

The data presented in Table 18 also show that the junior high schools do not secure so much voluntary participation in nonathletic activities in the seventh and eighth grades as the 6-year schools, that the 4-year high schools secure much less participation in the ninth grade than the junior and 6-year high schools, that the schools with enrollments of fewer than 750 have less participation in the seventh grade than the schools with enrollments of more than 750, that the schools with enrollments of 101 to 300 and more than 2,000 have less participation in the eighth and ninth grades than the schools in the other three enrollment groups, and that the large schools with enrollments of more than 2,000 are especially low in percentage of participation in the ninth grade (45.1) and the small schools with enrollments of 100 and fewer are especially high (70.6).

TABLE 18.—Percentages of pupils voluntarily participating in nonathletic extracurriculum activities by grades in 132 secondary schools not requiring participation

| Groups | Grades | | | | | | Total |
|-------------------------|--------|------|------|------|------|------|-------|
| | 7 | 8 | 9 | 10 | 11 | 12 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Geographical divisions: | | | | | | | |
| New England..... | 84.5 | 84.7 | 84.9 | 20.3 | 51.4 | 63.5 | 59.1 |
| Middle Atlantic..... | 57.6 | 58.7 | 47.6 | 48.1 | 59.0 | 78.9 | 55.6 |
| Southern..... | 55.3 | 82.6 | 78.8 | 44.3 | 50.6 | 62.2 | 58.2 |
| Middle Western..... | 63.4 | 60.6 | 59.0 | 58.3 | 72.0 | 80.0 | 64.1 |
| Western..... | 42.5 | 68.8 | 62.7 | 49.6 | 58.6 | 63.4 | 57.8 |
| Types of organization: | | | | | | | |
| Junior..... | 62.4 | 66.4 | 67.9 | 43.9 | 58.9 | 65.8 | 65.6 |
| Senior..... | 68.0 | 68.8 | 70.2 | 70.2 | 75.1 | 78.3 | 71.6 |
| 6-year..... | | | 45.4 | 51.9 | 62.3 | 75.3 | 56.5 |
| 4-year..... | | | | | | | |
| Enrollment groups: | | | | | | | |
| 100 and fewer..... | 27.7 | 94.4 | 70.6 | 73.8 | 79.8 | 86.0 | 74.2 |
| 101 to 300..... | 20.5 | 54.9 | 54.5 | 63.8 | 67.7 | 77.9 | 60.1 |
| 301 to 750..... | 49.4 | 67.7 | 61.7 | 49.8 | 63.7 | 81.0 | 60.9 |
| 751 to 2,000..... | 70.2 | 75.1 | 62.1 | 53.6 | 66.0 | 74.7 | 65.6 |
| More than 2,000..... | 65.1 | 62.7 | 45.1 | 48.1 | 57.0 | 65.6 | 53.8 |
| All schools..... | 63.8 | 66.8 | 58.2 | 51.3 | 62.6 | 71.9 | 60.9 |

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Median number of nonathletic activities provided in schools requiring and not requiring pupils to participate.—The data presented in Figure 2 show that the schools which require pupils to participate support about 40 per cent more activities than the schools which do not require pupils to participate.

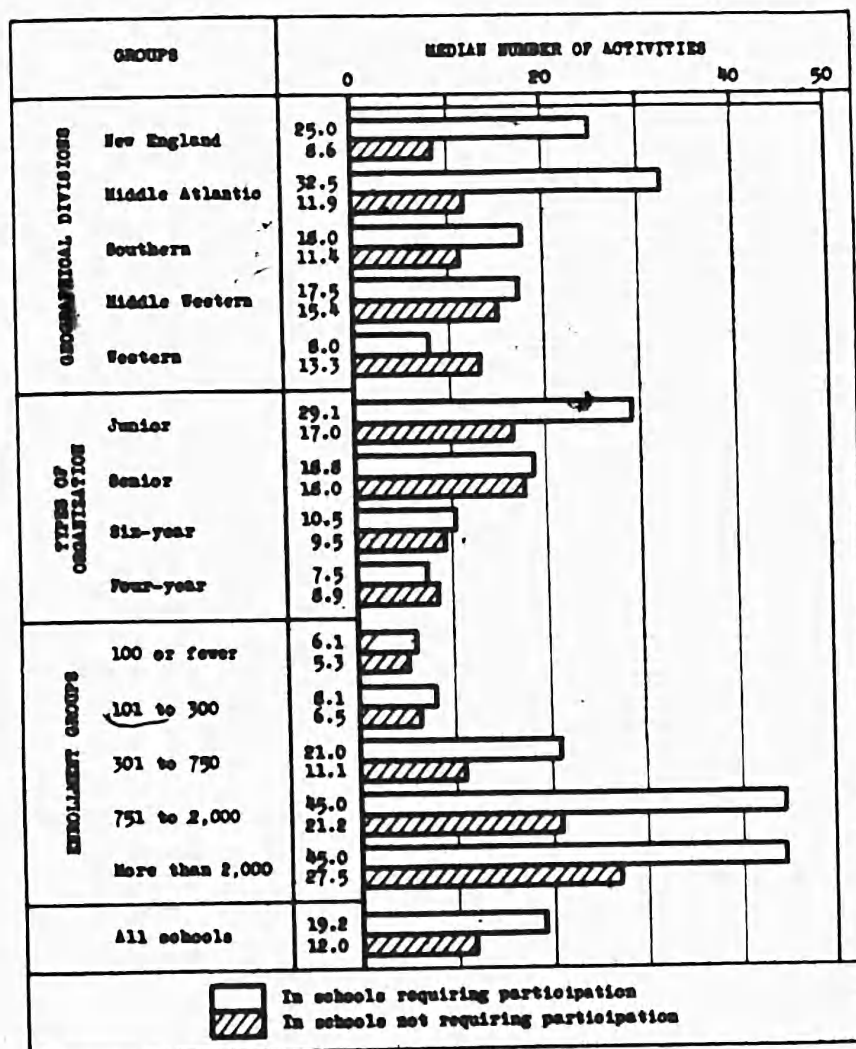


FIGURE 2.—Median number of activities in school groups which require (47 schools) and do not require (174 schools) pupils to participate

The group of schools requiring participation show marked differences in the median number of activities provided. The Middle Atlantic schools, the junior high schools, and the two highest enrollment groups maintain the largest number of activities of the 14 groups; and the Western schools, the

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4-year high schools, and the schools with enrollments of fewer than 300 support the smallest number of activities. In the schools which do not require participation the variation in number of activities maintained is considerably less, the range being 22.2 as compared with a range of 38.9 for the schools requiring participation. The data show that size of school enrollment is the most influential factor in determining the number of activities provided by a school; the junior high school type of organization is found to make for increased activities especially in schools requiring participation; the general policy of requiring participation, which is followed more extensively in the Middle Atlantic and New England schools than in the schools of the other geographical divisions, is a significant factor.

Median membership in nonathletic activities in schools requiring and not requiring pupils to participate.—The median membership in activities is the same in the schools requiring and not requiring participation. When the data are separated by schools grouped into geographical divisions, types of organization, and enrollment (Fig. 3) variation in median membership is discovered and the causes of variation can be traced. As in the number of activities, the size of the enrollment is found to exercise the strongest influence on membership in activities, although the junior high school type of organization is found to make for increased membership in activities. The policy of requiring pupils to participate exercises the stronger influence on median membership in activities in the schools of the New England and Middle Atlantic divisions, but the policy of not requiring participation exercises the stronger influence in the schools of the Southern, Middle Western, and Western divisions. The median membership in nonathletic activities is strongly influenced by school enrollment, but only slightly influenced by type of school organization and the policy with respect to participation in the schools of the different geographical groups.

Ratio of median number of nonathletic activities to median membership in schools requiring and not requiring pupils to participate.—In the evaluation of the programs of activities provided by the schools of the different groups a factor con-

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sidered of importance equal to, if not greater than, median number of activities provided and median membership is the ratio of median activities to median membership. This number provides a measure of the potential opportunities provided by the different school groups for pupils to partici-

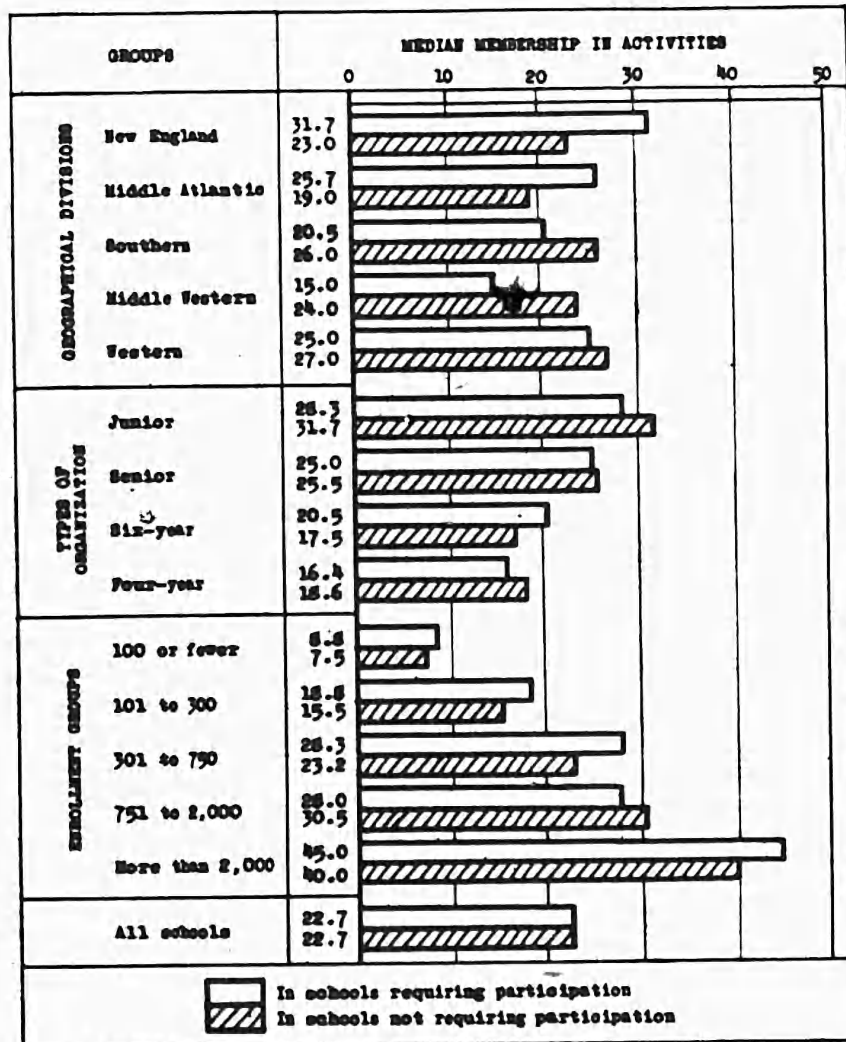


FIGURE 2.—Median membership in activities in school groups which require (47 schools) and do not require (174 schools) pupils to participate

pate in activities and the relative influences of the policies of required and nonrequired participation in the nonathletic offerings in the schools. The data on ratios for the different school groups, classified according to policies with respect to pupil participation (Table 19), show that the offerings are

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nearly 40 per cent greater in schools requiring participation than in schools not requiring participation. In the schools with required participation approximately one-third (35.6 per cent) of the ratios are greater than one, whereas all the ratios are less than one in the schools not requiring participation, and in no group of schools is the ratio greater than 0.7. In general the findings show that the policy of allowing pupils freedom of action with respect to participation in non-athletic activities is accompanied by restriction of offerings on the part of the school in all the school groups except the Western division in which the offerings were greater in the schools not requiring participation. However, in the schools with enrollments of fewer than 300 and in the 6-year and 4-year high schools, which generally belong in the smaller enrollment groups, the policy with respect to participation does not appear to influence the ratio of median number of activities to median membership.

TABLE 19.—Ratio of median number of activities to median membership in the different school groups classified according to required and non-required participation

| Groups | Ratio of activities to membership | |
|-------------------------|-------------------------------------|--|
| | Participation required (47 schools) | Participation not required (174 schools) |
| Geographical divisions: | | |
| New England..... | 0.8 | 0.4 |
| Middle Atlantic..... | 1.3 | .6 |
| Southern..... | .9 | .4 |
| Middle Western..... | 1.2 | .6 |
| Western..... | .8 | .5 |
| Types of organization: | | |
| Junior..... | 1.0 | .5 |
| Senior..... | .8 | .7 |
| 6-year..... | .8 | .5 |
| 4-year..... | .8 | .5 |
| Enrollment groups: | | |
| 100 and fewer..... | .7 | .7 |
| 101 to 300..... | .4 | .4 |
| 301 to 750..... | .7 | .5 |
| 751 to 2,000..... | 1.6 | .7 |
| More than 2,000..... | 1.0 | .7 |
| All schools..... | .8 | .5 |

3. METHODS OF LIMITING PARTICIPATION

Restrictions on participation in nonathletic activities.—One of the important problems in the administration of a program of activities is the control of participation.⁴ Do the pupils

⁴ Koss, Leonard V. Analysis of the Literature on Extracurriculum Activities. Twenty-fifth Yearbook, National Society for the Study of Education, Part II, 1926, pp. 12-17.

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participate too little or too much? What methods are employed by the heads of the schools to regulate the participation of the pupils in the activities provided? Although the large majority of the schools (174 of 221) do not require pupils to participate in nonathletic activities, restrictions are frequently imposed as to number and type of activities in which pupils may participate (Table 20). Approximately three-fourths (74.5 per cent) of the schools have such restrictions while almost one-fourth (23.7 per cent) do not. The percentage of schools without such restrictions closely approximates the percentage of schools requiring pupils to participate in activities (21.3), yet the two groups are not identical. Some schools requiring pupils to participate in nonathletic activities find it necessary in some instances also to restrict the participation in number and type of activities, and schools which do not require participation may in some instances permit the pupils free election of activities and in other instances permit the pupils to select activities in accordance with restrictions as to number and type. The restrictions are lowest in schools with enrollments of fewer than 300, in 4-year and 6-year high schools, and in schools of the Southern and New England divisions. The findings show that large enrollment and the junior high school type of organization are the factors which exercise the strongest influence in restricting participation.

TABLE 20.—Percentages of schools in different school groups restricting and not restricting pupil participation in nonathletic activities in number and type

| Groups | Percentages ¹ | | Groups | Percentages ¹ | |
|-------------------------|--------------------------|------------|----------------------|--------------------------|------------|
| | Not restricted | Restricted | | Not restricted | Restricted |
| Geographical divisions: | | | Enrollment groups: | | |
| New England..... | 31.8 | 68.2 | 100 and fewer..... | 40.7 | 59.3 |
| Middle Atlantic..... | 20.0 | 77.5 | 101 to 300..... | 39.6 | 60.4 |
| Southern..... | 30.0 | 67.5 | 301 to 750..... | 16.3 | 77.6 |
| Middle Western..... | 21.9 | 76.9 | 751 to 2,000..... | 11.1 | 87.5 |
| Western..... | 22.6 | 77.4 | More than 2,000..... | 20.0 | 80.0 |
| Types of organization: | | | All schools..... | 23.7 | 74.5 |
| Junior..... | 12.5 | 82.4 | | | |
| Senior..... | 23.7 | 73.7 | | | |
| 6-year..... | 27.3 | 72.7 | | | |
| 4-year..... | 30.3 | 69.7 | | | |

¹ Sums do not in all cases equal 100 per cent on account of failure of a few schools to specify Practices.

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Restricting the number of activities in which pupils may participate.—Some schools seek to prevent overparticipation in activities by limiting the number of activities in which a pupil may participate in any semester or year. The extent to which the different school groups employ the method of restricting the number of nonathletic activities in which pupils may take part is shown in Table 21. Although great variation in practices is revealed by the different school groups modal practices of considerable significance are also discovered. The practice of restricting participation to one nonathletic activity is observed by nearly half of the junior high schools, by two-fifths of the schools in New England, and by nearly two-fifths of the Southern schools. Participation is restricted to two nonathletic activities in approximately two-fifths of the schools with enrollments of 101–300 and 751–2,000, by one-third of the schools in the Western division and in the Middle West, and by one-third of the 4-year high schools. Nearly one-third of the schools in the Middle Atlantic States and the group enrolling 301–750 pupils limit participation to three nonathletic activities. Forty-three per cent of the schools enrolling 100 pupils and fewer failed to specify their practice in this regard. The data reveal a

TABLE 21.—Percentages of schools in the different groups limiting the number of activities in which pupils may participate

| Groups | Number of activities | | | | | Other practices | Practice not specified |
|--------------------------------|----------------------|------|------|-----|-----|-----------------|------------------------|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Geographical divisions: | | | | | | | |
| New England..... | 40.0 | 20.0 | 13.8 | | | 26.7 | |
| Middle Atlantic..... | 25.8 | 29.0 | 32.3 | | | 3.2 | 9.7 |
| Southern..... | 37.0 | 33.3 | 14.8 | | | | 14.8 |
| Middle Western..... | 15.9 | 32.9 | 17.1 | 4.3 | 2.7 | 12.8 | 14.3 |
| Western..... | 16.7 | 33.3 | 16.7 | | | 23.8 | 8.3 |
| Types of organization: | | | | | | | |
| Junior..... | 47.2 | 35.9 | 11.3 | | | 1.9 | 3.8 |
| Senior..... | 7.1 | 28.6 | 21.4 | 3.6 | | 21.4 | 17.9 |
| 6-year..... | 29.2 | 20.8 | 16.7 | | 4.2 | 8.4 | 20.8 |
| 4-year..... | 8.1 | 32.3 | 25.8 | 3.2 | 1.6 | 17.8 | 11.3 |
| Enrollment groups: | | | | | | | |
| 100 and fewer..... | 6.3 | 18.8 | 12.5 | 6.3 | | 12.5 | 43.8 |
| 101 to 300..... | 13.8 | 37.9 | 20.7 | 6.9 | 3.5 | 10.4 | 6.9 |
| 301 to 750..... | 26.3 | 26.3 | 29.0 | | 2.6 | 5.2 | 10.5 |
| 751 to 2,000..... | 30.2 | 36.5 | 15.9 | | | 12.7 | 4.8 |
| More than 2,000..... | 25.0 | 18.8 | 18.8 | | | 25.1 | 12.5 |
| All schools..... | 23.4 | 31.1 | 19.2 | 1.8 | 1.2 | 12.0 | 11.4 |

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decided tendency in all school groups, with the single exception of the small schools enrolling 100 or fewer pupils, to limit the participation of pupils in nonathletic activities by specifying the number of activities in which they may participate during the semester or year. A few schools indicated that limitation depended on the individual pupil and that the number of activities permitted varied with the marks and scholarship of the pupil.

TABLE 22.—Percentages of schools in different groups employing methods specified to restrict the participation of pupils in number and type of nonathletic activities

| Groups | Method of restriction ¹ | | | | | Not specified |
|-------------------------|------------------------------------|------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Geographical divisions: | | | | | | |
| New England..... | 33.3 | | 20.0 | | 40.0 | 6.7 |
| Middle Atlantic..... | 41.9 | 22.6 | 6.5 | 3.2 | 9.7 | 16.1 |
| Southern..... | 33.3 | 3.7 | 25.9 | 11.1 | | 25.9 |
| Middle Western..... | 21.4 | 35.7 | 17.1 | 12.9 | 4.3 | 8.5 |
| Western..... | 41.7 | 16.7 | 8.3 | 20.8 | 4.2 | 8.3 |
| Types of organization: | | | | | | |
| Junior..... | 37.7 | 11.3 | 34.0 | 7.6 | 3.8 | 5.7 |
| Senior..... | 17.9 | 28.6 | 7.1 | 14.3 | 10.7 | 21.4 |
| 6-year..... | 29.2 | 29.2 | 12.5 | 12.5 | 4.2 | 12.5 |
| 4-year..... | 32.2 | 22.2 | 15.6 | 10.8 | 7.8 | 12.6 |
| Enrollment groups: | | | | | | |
| 100 and fewer..... | 18.8 | 43.3 | | 12.5 | | 25.0 |
| 101 to 300..... | 44.8 | 24.1 | 6.9 | | 13.8 | 10.3 |
| 301 to 750..... | 29.0 | 26.3 | 13.2 | 18.4 | 7.9 | 5.3 |
| 751 to 2,000..... | 30.2 | 11.1 | 25.4 | 11.1 | 7.9 | 14.3 |
| More than 2,000..... | 37.5 | 25.0 | 6.3 | 12.5 | 6.3 | 12.5 |
| All schools..... | 31.1 | 22.2 | 15.6 | 10.8 | 7.8 | 12.6 |

¹ 1. General administrative regulation. 2. Scholarship marks. 3. Arrangement of schedule of activities. 4. Point system. 5. Individual cases.

Methods of restricting the number of activities in which pupils may participate.—Five methods by which the number of activities of pupils in nonathletic activities are limited by the schools restricting participation are shown in Table 22, namely, general administrative regulation, scholarship marks, arrangement of the schedule of activities, point systems, and individual cases. All these practices are in use in all but four of the different school groups. The leading practice for the entire group of schools is restriction by general administrative rule; the other practices rank in use in the order just given. Certain practices are favored by certain groups

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of schools while others are favored by other groups of schools. The New England schools favor restriction by individual cases; the schools in the Middle West, the 6-year and senior high schools, and the schools enrolling 100 or fewer pupils favor restriction by scholarship marks; the 6-year schools favor equally the restriction of participation by administrative regulation and scholarship marks; all of the remaining school groups favor restriction by general administrative regulation.

4. TIME OF EFFECTING ORGANIZATION

The development of a program of activities in any secondary school to meet the needs of its pupils requires an established policy with respect to the organization of activities. If the program is to be responsive to the interests and needs of the pupils, provisions must be made for the organization of new activities—provisions which should be understood by pupils and faculty. Otherwise, the program may tend to become formalized and lose its appeal to the pupils. The data presented in Table 23 show the practices of the different school groups with respect to the time of effecting the organization of nonathletic activities. The time most frequently

TABLE 23.—Percentages of schools in different groups effecting organization of nonathletic activities at times specified

| Groups | Practice followed ¹ | | | | | Not specified |
|--------------------------------|--------------------------------|------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Geographical divisions: | | | | | | |
| New England..... | 54.6 | 22.7 | 18.2 | 4.6 | | |
| Middle Atlantic..... | 32.5 | 35.0 | 7.5 | 15.0 | 7.5 | 2.5 |
| Southern..... | 25.0 | 35.0 | 5.0 | 12.5 | 17.5 | 5.0 |
| Middle Western..... | 30.8 | 39.6 | 9.9 | 8.8 | 5.5 | 5.5 |
| Western..... | 29.0 | 22.6 | 9.7 | 25.8 | 12.9 | |
| Types of organization: | | | | | | |
| Junior..... | 15.6 | 59.4 | 6.3 | 6.3 | 9.5 | 3.1 |
| Senior..... | 29.0 | 26.3 | 5.3 | 18.4 | 13.1 | 7.9 |
| 6-year..... | 45.5 | 27.3 | 6.1 | 12.1 | 9.1 | |
| 4-year..... | 40.4 | 21.4 | 14.6 | 14.6 | 5.6 | 3.4 |
| Enrollment groups: | | | | | | |
| 100 and fewer..... | 40.7 | 22.2 | | 11.1 | 18.5 | 7.4 |
| 101 to 300..... | 43.8 | 22.9 | 16.7 | 10.4 | 4.2 | 2.1 |
| 301 to 750..... | 32.7 | 30.6 | 6.1 | 12.2 | 12.2 | 6.1 |
| 751 to 2,000..... | 26.4 | 45.8 | 5.6 | 13.9 | 7.0 | 1.4 |
| More than 2,000..... | 15.0 | 45.0 | 20.0 | | | |
| All schools..... | 32.2 | 33.9 | 9.4 | 12.5 | 8.3 | 3.6 |

¹ 1. At beginning of school year only. 2. At beginning of semesters only. 3. Irregular.
4. As needed. 5. Miscellaneous.

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used by the groups of schools collectively is (1) at beginning of each semester only, or (2) at beginning of school year only. A small percentage of the schools organize activities as needed. The remainder are irregular or follow miscellaneous practices; a few schools failed to specify the time.

The schools which organize their activities only at the first of the school year are found in largest numbers in New England and in the Western States, belong chiefly to the senior, 6-year, and 4-year high school types, and are in the lower enrollment groups (fewer than 750). The schools which follow the practice of organizing their activities only at the first of each semester are found chiefly in the Middle Atlantic, Southern, and Middle Western divisions, are of the junior high school type, and belong to the higher enrollment groups (more than 750). The schools whose practices are characterized as "irregular" belong chiefly in the New England division, are of the 4-year type and enroll either 101 to 300 pupils or more than 2,000. Those schools that observe the practice of organizing activities only "as needed" are found largely in the Western division, are of the senior or 4-year high school types, and have enrollments in excess of 2,000. The schools whose practices were classified as "miscellaneous" belong chiefly in the Southern States, are of the senior high school type, and enroll fewer than 100 pupils. Only a small percentage of the schools (3.6) failed to specify their practices.

5. TIME OF ADMITTING NEW MEMBERS TO ORGANIZATIONS

An issue in the administration of a program of activities for a school is the practice of admitting new members to organized activities. Approximately three-fourths of the schools (75.9 per cent) admit new members to organizations at the beginning of the school year only, at the beginning of each semester, or at any time within the year or semester. (See Table 24.) Twelve additional practices classified in Table 24 as miscellaneous were reported, namely, at first of semester and at any time, at first of year and at any time, either at first of year or first of semester, when considered necessary, every six weeks, at the end of a marking period, three times a year, in November, in September and May, twice a semester, every three weeks, and at the first of each

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quarter. While each of these practices was reported by schools in several different groups, no single practice had a frequency greater than 4.9 per cent. Four per cent of the schools failed to specify the practice followed with respect to the admission of pupils to nonathletic activities.

TABLE 24.—Percentages of schools in different groups admitting new members to organizations at times specified

| Groups | Practices followed ¹ | | | | Not specified |
|--------------------------------|---------------------------------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Geographical divisions: | | | | | |
| New England..... | 18.2 | 13.6 | 36.4 | 31.8 | |
| Middle Atlantic..... | 20.0 | 32.5 | 20.0 | 27.5 | |
| Southern..... | 12.5 | 37.5 | 30.0 | 15.0 | 5.0 |
| Middle Western..... | 16.5 | 33.0 | 27.5 | 16.4 | 6.6 |
| Western..... | 16.1 | 29.0 | 32.3 | 29.4 | 3.2 |
| Types of organization: | | | | | |
| Junior..... | 1.6 | 46.9 | 25.0 | 23.4 | 3.1 |
| Senior..... | 10.5 | 31.6 | 34.2 | 15.8 | 7.9 |
| 6-year..... | 33.3 | 21.2 | 18.2 | 22.3 | |
| 4-year..... | 23.6 | 23.6 | 31.5 | 16.8 | 4.5 |
| Enrollment groups: | | | | | |
| 100 and fewer..... | 14.8 | 14.8 | 44.4 | 14.9 | 11.1 |
| 101 to 300..... | 29.2 | 25.0 | 31.3 | 10.3 | 4.2 |
| 301 to 750..... | 12.2 | 28.0 | 26.5 | 29.2 | 4.1 |
| 751 to 2,000..... | 13.9 | 41.7 | 19.4 | 25.0 | |
| More than 2,000..... | 15.0 | 30.0 | 40.0 | 10.0 | 5.0 |
| All schools..... | 16.5 | 31.3 | 28.1 | 20.1 | 4.0 |

¹ 1. At the beginning of the school year only. 2. At the beginning of each semester. 3. At any time within the year or semester. 4. Miscellaneous.

Only the schools of the 6-year type employ the plan of admitting new members exclusively at the beginning of the school year. The schools which favor the plan of admitting members at the first of each semester belong chiefly to the junior high school type, have enrollments varying from 300 to 2,000 and are found in largest numbers in the Middle Atlantic, Southern, and Middle Western divisions. Those schools which admit members to organizations at any time belong chiefly in the New England and Western divisions, are of the senior and 4-year high school types, and belong to both the low (fewer than 300) and high (more than 2,000) enrollment groups.

The practices with respect to the time of admitting new members to organizations vary more than the practices with respect to the time of organizing activities. However, the

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percentage of schools which admit new members at the beginning of each semester is approximately the same as the percentage of schools which organize new activities at the beginning of each semester.

6. OFFICIALS AUTHORIZED TO GRANT PERMISSION FOR ORGANIZING NEW ACTIVITIES

The regulation and control of the program of activities requires that the responsibility for initiating new activities in a school be definitely established. This is shown in Table 25 to rest chiefly with the school principal. The mean percentage for all of the school groups is 58 and the range for the different school groups is from 40 to 68.2. The schools of New England lead in placing the responsibility for the authorization of new activities on the principal, the percentage being 68.2; the Middle Atlantic division is second with a frequency of 62.5 per cent, the Middle Western division third with 59.3 per cent, the Southern division fourth with 55 per cent, and the Western division lowest with 45.2 per cent. The senior high schools lead the other types of schools in the observance of the practice with a percentage frequency of 65.8. The 4-year high schools have a median percentage of 60.7, the junior high schools, 56.3 per cent, and the 6-year high schools, 46.5 per cent. Of the different enrollment groups, the schools with 101-300 pupils lead with a frequency of 70.8 per cent. The schools of the enrollment group 751-2,000 have a percentage of 59.7, and the schools of 100 and fewer have a percentage of 59.3. The schools which observe the practice least are those enrolling 301-750 and more than 2,000.

A number of other officials share responsibility with the principal in organizing new activities. Chief among these are the director of activities, the vice-principal, and committees of the faculty and pupils. Considering the combined percentages of frequency with which the authority for the organization of new activities is vested in the director of extracurriculum activities and the principal and director of activities jointly, a total percentage of 14.7 is secured, which is approximately the same as that found by Reavis and Woellner⁵ for the director of activities in 522 secondary schools.

⁵ Office Practices in Secondary Schools, Laidlaw Brothers, 1930. p. 38.

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TABLE 25.—*Percentages of frequency with which different officials bear responsibility for organization of new activities*

| Officials | Per cent |
|---|----------|
| Principal..... | 58.0 |
| Principal and director of activities..... | 11.7 |
| Principal and vice-principal..... | 4.9 |
| Principal and faculty committee..... | 4.6 |
| Principal and student council..... | 3.6 |
| Faculty committee..... | 3.6 |
| Director of activities..... | 3.1 |
| Vice-principal..... | 1.3 |
| Principal, vice-principal, and director..... | 1.3 |
| Student and faculty committee..... | 1.3 |
| Principal, director, and faculty committee..... | .9 |
| Student council..... | .9 |
| Dean of girls..... | .4 |
| Sponsors..... | .4 |
| Principal and sponsors..... | .4 |
| Principal and school board..... | .4 |
| Principal, faculty committee, and school board..... | .4 |
| Not specified..... | 2.8 |
| Total..... | 100.0 |

7. CREDIT AWARDED FOR PARTICIPATION AND REQUIRED FOR GRADUATION

Credit awarded for participation in nonathletic activities.—Some schools have introduced the plan of awarding credit to pupils for participation in activities. The credit is allowed to count toward graduation, but must be in addition to the 15 or 16 units required in subject fields. The plan can scarcely be regarded as an incentive to participation. Its chief value seems to rest on the fact that it provides a record which makes possible (1) the guidance of pupils in the choice of activities, and (2) the regulation of participation, if requirements as to number of activities and types of participation are adopted.

Credit is awarded for participation in activities in about a fourth of the schools (Fig. 4). Approximately a third (35 per cent) of the schools in the Middle Atlantic division follow the practice and a fifth of the schools in the Southern division. The 4-year high schools lead the other types of schools in the practice, with a percentage of 33.7, and the senior high schools are lowest, with 13.2 per cent. The small schools in

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the enrollment group 101-300 lead all school groups with a percentage of 41.7, although the large schools with enrollments in excess of 2,000 are a close second with 35 per cent. The schools with enrollments of 751-2,000 rank lowest with a percentage of 15.3.

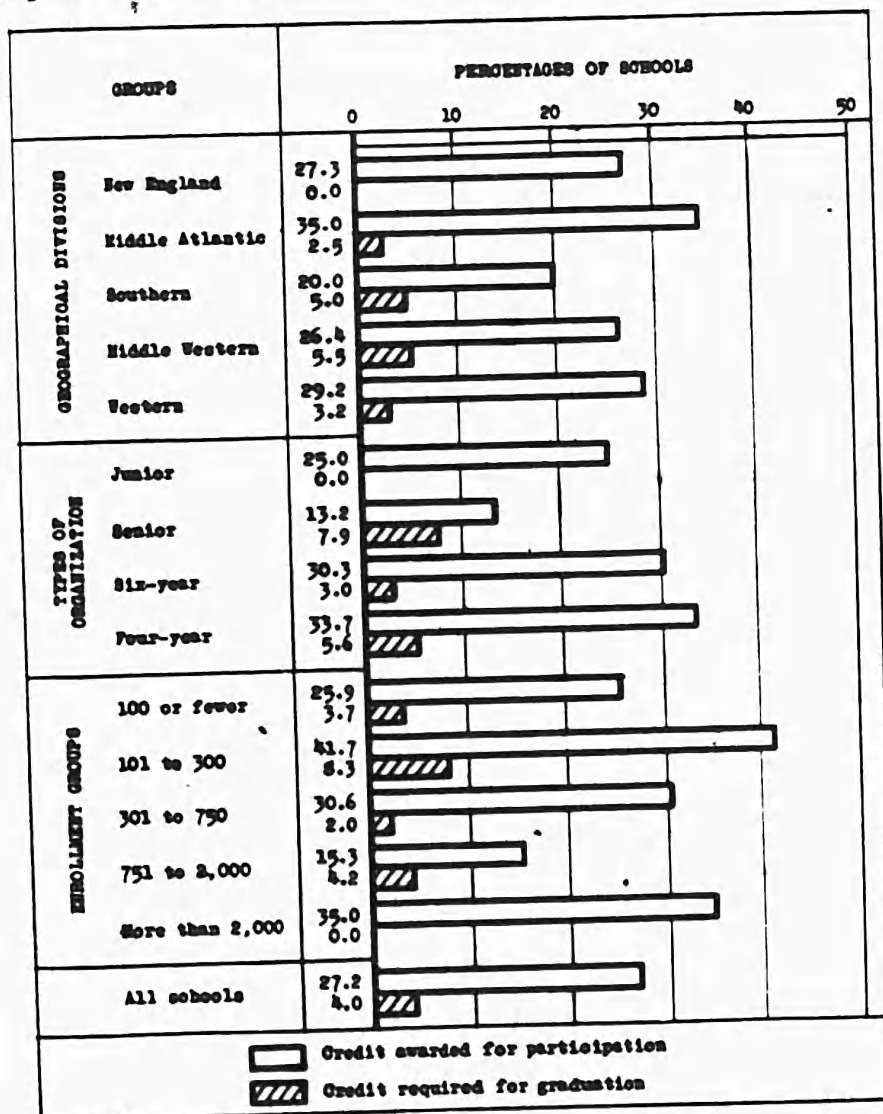


FIGURE 4.—Percentages of schools in the different groups which (1) award credit for participation in nonathletic activities and (2) require credit for graduation

Credit for participation in nonathletic activities is not awarded by approximately three-fourths of the schools. A few schools did not specify their practice. Information volunteered by the persons responding to the inquiry indicates

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that a few schools consider activities in music as extracurriculum and grant credit for participation in those activities only.

Credit in nonathletic activities required for graduation from high school.—It is shown in Figure 4 that only 4 per cent of the schools in the different groups require credit in nonathletic activities for graduation from high school. The schools which lead in the practice are in the senior high school group and enrollment group 101-300. The schools which do not follow the practice are in the New England division, the junior high schools, and the groups with large enrollments (more than 2,000). Ninety-two and nine-tenths per cent of the schools do not require credit in nonathletic activities for graduation and 1.8 per cent did not specify their practice. A few schools (1.3 per cent) require service points instead of credits in nonathletic activities for graduation.

The data presented indicate clearly that participation in nonathletic activities is considered by approximately three-fourths of the schools in the light of voluntary activity and that even in schools in which credit is required for graduation the purpose is probably the encouragement and guidance of participation rather than the enforcement of a fundamental activity.

School officers responsible for awarding credit for participation in nonathletic activities.—The officers who determine the credit to be given for participation in the schools awarding credit are in order of frequency the sponsors of activities, class advisers, principal, home-room teachers, and directors of extracurriculum activities. In a few schools the responsibility for awarding credit is shared by several officials, such as sponsors and principal; sponsors and faculty; sponsors, class advisers, and home-room teachers. However, the trend is clearly toward the activity sponsor in all the school groups with two exceptions, namely, the schools in the New England division, which place the responsibility more frequently on the class adviser or principal, and the small schools enrolling 100 or fewer pupils, which place the responsibility more frequently on the principal and sponsor jointly. The school groups exhibiting the strongest trend in placing the responsibility for awarding credit for participation in

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activities on the activity sponsors are those in the Middle Western and Southern divisions; the large schools enrolling more than 2,000 pupils, and the senior and junior high schools. The percentages of frequency with which credit for participation is awarded by the various school functionaries in the different school groups are shown in Table 26.

TABLE 26.—*Percentages of frequency with which schools in the different groups award credit for participation in nonathletic activities through different school functionaries*

| Groups | Functionaries | | | | Responsibility shared by several functionaries | Practice not specified |
|-------------------------|---------------|---------------|-----------|------------------------|--|------------------------|
| | Sponsor | Class adviser | Principal | Director of activities | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Geographical divisions: | | | | | | |
| New England..... | 16.7 | 33.3 | 33.3 | | 16.7 | |
| Middle Atlantic..... | 21.4 | 14.3 | 7.1 | 7.1 | 43.0 | 7.1 |
| Southern..... | 37.5 | 12.5 | | 12.5 | 25.0 | 12.5 |
| Middle Western..... | 54.2 | 8.3 | 4.2 | | 26.6 | 16.7 |
| Western..... | 33.3 | 11.1 | 11.1 | | 11.2 | 33.3 |
| Types of organization: | | | | | | |
| Junior..... | 43.8 | 12.5 | | | 18.7 | 25.0 |
| Senior..... | 80.0 | 20.0 | | | | |
| 6-year..... | 40.0 | | 20.0 | 10.0 | 20.0 | 10.0 |
| 4-year..... | 26.7 | 16.7 | 10.0 | 3.3 | 30.0 | 13.3 |
| Enrollment groups: | | | | | | |
| 100 and fewer..... | 14.3 | 14.3 | 14.3 | | 42.8 | 14.3 |
| 101 to 300..... | 35.0 | 20.0 | 20.0 | 5.0 | 20.0 | |
| 301 to 750..... | 40.0 | 6.7 | | | 26.6 | 26.7 |
| 751 to 2,000..... | 27.3 | 18.2 | | 9.1 | 17.1 | 27.3 |
| More than 2,000..... | 71.4 | | | | 14.3 | 14.3 |
| All schools..... | 37.7 | 13.1 | 8.2 | 3.3 | 22.9 | 14.8 |

8. AWARDS FOR PARTICIPATION OTHER THAN CREDIT

Approximately three-fourths (70 per cent) of the schools reported awards for participation in nonathletic activities other than credit. While about one-fifth (22.3 per cent) of the schools did not give a specific answer regarding the practices observed, only 7.6 per cent specified that no awards other than credit were given.

The leading practices in use in the different school groups from which certain tendencies are noted are given in Table 27. Slightly more than a fourth (26.3 per cent) of the schools use the school emblem as an award for participation. A smaller percentage (19.6) in addition to awarding the emblem also use participation as a criterion in selecting the membership of the honor societies and in awarding scholarship and money

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prizes. A still smaller group (7.1 per cent) do not grant emblems as awards for participation, but take participation into consideration in electing members to the honor societies. Miscellaneous practices, such as awarding service points, service credits, money prizes, scholarship pins, medals, and the like have apparently not secured extensive usage as awards for participation in nonathletic activities in any group of schools.

TABLE 27.—Percentages of schools in the different groups which give awards other than credit for participation in nonathletic activities

| Groups | Kinds of awards ¹ | | | | No awards given | Practice not specified |
|--------------------------------|------------------------------|------|------|------|-----------------|------------------------|
| | 1 | 2 | 3 | 4 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Geographical divisions: | | | | | | |
| New England..... | 27.9 | 9.1 | 18.3 | 13.5 | 9.1 | 22.7 |
| Middle Atlantic..... | 25.0 | 2.5 | 22.5 | 17.5 | 5.0 | 22.5 |
| Southern..... | 10.0 | 12.5 | 20.0 | 27.5 | 2.5 | 27.5 |
| Middle Western..... | 31.9 | 6.6 | 18.7 | 12.0 | 9.9 | 20.9 |
| Western..... | 32.3 | 6.5 | 19.4 | 19.2 | 9.7 | 12.9 |
| Types of organization: | | | | | | |
| Junior..... | 31.3 | 4.7 | 9.5 | 17.0 | 12.5 | 25.0 |
| Senior..... | 18.4 | 10.5 | 20.3 | 18.5 | 2.6 | 23.7 |
| 6-year..... | 24.2 | | 33.3 | 15.2 | 12.1 | 15.2 |
| 4-year..... | 27.0 | 10.1 | 19.2 | 9.2 | 12.0 | 22.5 |
| Enrollment groups: | | | | | | |
| 100 and fewer..... | 18.5 | 7.4 | 14.8 | 18.6 | 3.7 | 37.0 |
| 101 to 300..... | 27.1 | 6.3 | 16.8 | 18.6 | 8.3 | 22.9 |
| 301 to 750..... | 40.8 | 4.1 | 14.4 | 16.2 | 8.2 | 16.3 |
| 751 to 2,000..... | 20.8 | 6.9 | 22.2 | 19.6 | 8.3 | 22.2 |
| More than 2,000..... | 15.0 | 10.0 | 40.0 | 10.0 | 5.0 | 20.0 |
| All schools..... | 26.3 | 7.1 | 19.6 | 17.1 | 7.6 | 22.3 |

¹ 1. School emblem only. 2. Criterion for election to honor society. 3. School emblem and criterion for election to honor society, scholarship, money prizes. 4. Miscellaneous, such as pins, medals, prizes, certificates, and service points and credits.

9. GUIDING PUPILS IN SELECTING ACTIVITIES

Methods of guiding pupils in the choice of nonathletic activities.—The prevention of errors in the choice of activities by pupils is accomplished very largely through guidance. The leading methods used by the schools in providing such guidance are (1) individual guidance, (2) group guidance, (3) general instructions in handbooks, and (4) specific instructions through special bulletins on activities. Some schools employ two or more of these methods in different combinations. A few schools combine other plans, such as the school assembly, the club demonstration, and the school paper with one or more of the four leading methods.

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The percentages of schools in the different groups using some one of the four leading methods of guiding pupils in the selection of activities are shown in Table 28. The leading method is group guidance, although the schools in the Southern division, the 6-year high schools, and the schools with enrollments of 100 or fewer employ the individual method almost as frequently as the individual method is used by the entire group of schools. The schools which lead in the use of the group method are the group enrolling 101-300 pupils, the Middle Atlantic division, and the senior high schools. The schools in the Western division are especially low in both group and individual guidance, as are also the schools with enrollments over 750. The use of handbooks and special bulletins on activities are used as sole methods of guiding pupils in the selection of activities in only a few schools.

TABLE 28.—Percentages of schools in the different groups using some one of four methods of providing guidance to pupils in selecting nonathletic activities

| Groups | Methods of guidance | | | |
|-------------------------|-------------------------|-----------------|--------------------------|--------------------------------|
| | Each pupil individually | Pupils in group | Discussion in hand-books | Special bulletin on activities |
| 1 | 2 | 3 | 4 | 5 |
| Geographical divisions: | | | | |
| New England..... | 4.6 | 22.5 | | 4.6 |
| Middle Atlantic..... | 5.0 | 27.5 | | |
| Southern..... | 15.0 | 25.0 | 2.5 | |
| Middle Western..... | 9.9 | 15.4 | 1.1 | 3.3 |
| Western..... | 6.5 | 9.9 | | |
| Types of organization: | | | | |
| Junior..... | 4.7 | 15.6 | | 3.1 |
| Senior..... | 7.9 | 23.7 | | |
| 6-year..... | 18.2 | 18.2 | 3.0 | |
| 4-year..... | 9.0 | 20.2 | 1.1 | 2.3 |
| Enrollment groups: | | | | |
| 100 and fewer..... | 18.5 | 14.8 | | 3.7 |
| 101 to 300..... | 16.7 | 35.4 | 2.1 | |
| 301 to 750..... | 10.2 | 20.4 | 2.0 | |
| 751 to 2,000..... | 1.4 | 11.1 | | 4.2 |
| More than 2,000..... | | 10.0 | | |
| All schools..... | 8.9 | 19.2 | 0.9 | 1.8 |

NOTE.—Percentages of less than 1 are not indicated except in totals.

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TABLE 29.—Percentages of schools in different groups providing individual guidance only and individual guidance in combination with other methods in selecting nonathletic activities

| Groups | Individual guidance only | Individual guidance combined with | | | | | | Total |
|-------------------------|--------------------------|-----------------------------------|-------------------------|-------------------|------------------------------|-----------------------------|------------------------|-------|
| | | Group guidance | Discussion in hand-book | Special bulletins | Group guidance and hand-book | Group guidance and bulletin | Hand-book and bulletin | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Geographical divisions: | | | | | | | | |
| New England | 4.6 | 9.1 | | | | 18.2 | | |
| Middle Atlantic | 5.0 | 15.0 | | 10.0 | 7.5 | 2.5 | 2.5 | 31.9 |
| Southern | 15.0 | 12.5 | 2.5 | 2.5 | | 10.0 | | 40.0 |
| Middle Western | 9.9 | 12.1 | 1.1 | 3.3 | 7.7 | 3.3 | | 42.5 |
| Western | 6.5 | 16.1 | 3.2 | 3.2 | 3.2 | 12.9 | | 42.9 |
| Types of organization: | | | | | | | | |
| Junior | 4.7 | 12.5 | 1.6 | 7.8 | 1.6 | 15.6 | | 51.6 |
| Senior | 7.9 | 2.6 | | 2.6 | 7.9 | 5.3 | 1.6 | 45.4 |
| 6-year | 18.2 | 21.2 | | 3.0 | 6.1 | 3.0 | 3.0 | 34.2 |
| 4-year | 9.0 | 14.6 | 2.3 | 2.3 | 5.6 | 3.4 | 2.3 | 57.5 |
| Enrollment groups: | | | | | | | | |
| and fewer | 18.5 | 29.6 | 3.7 | | 3.7 | 7.4 | | 42.9 |
| to 300 | 16.7 | 22.9 | | 4.2 | | 2.1 | | 52.9 |
| to 750 | 10.2 | 10.2 | 2.0 | 10.2 | 8.2 | 8.2 | 2.1 | 48.0 |
| 751 to 2,000 | 1.4 | 5.6 | 1.4 | 2.8 | 5.6 | 11.1 | 4.2 | 49.0 |
| More than 2,000 | | 5.0 | | | 10.0 | | 6.9 | 39.0 |
| All schools | 8.9 | 12.9 | 1.3 | 4.0 | 4.9 | 7.1 | 1.8 | 44.0 |

Methods of providing guidance for individual pupils in the choice of nonathletic activities.—Most of the school groups provide individual guidance for pupils in the choice of activities either alone or in combination with one or more other methods. (Table 29.) Of the different geographical divisions the schools in New England make the least use and the Western division the greatest use of the combination plans in which individual guidance is supplemented with other methods. The junior and 6-year high schools excel the senior and 4-year high schools in the use of the various plans, and the schools with enrollments of fewer than 750 surpass the schools with enrollments of more than 750. Altogether, 44 per cent of the schools of the entire group use individual guidance either alone or in combination with some other plan. The combination of individual and group guidance is used by approximately an eighth (12.9 per cent) of the schools, individual and group guidance in combination with some other form in slightly less than one-sixth (15.1

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per cent) of the schools, and individual guidance in combination with handbooks, special bulletins, or both, in only 7.1 per cent of the schools.

Methods of providing guidance for pupils in groups in the choice of nonathletic activities.—The preferences of the different groups of schools for the method of group guidance in combination with the handbook or special bulletin on activities are given in Table 30. Almost a fifth (19.2 per cent) of the schools prefer group guidance alone and practically another fifth (18.8 per cent) prefer to combine group guidance with the use of the handbook or special bulletin. Approximately the same percentage of schools utilizes handbooks (6.7) and special bulletins (7.6) in combination with the group method. Only a fraction of a per cent (0.9) rely solely on the handbook in guiding the pupils in the choice of activities, and only 1.8 per cent rely solely on the special bulletin.

TABLE 30.—Percentages of schools in different groups providing various kinds of group guidance for pupils in selection of nonathletic activities

| Groups | Group guidance | Discussion in handbook | Special bulletin | Group guidance combined with | | | Handbook and bulletin | Total |
|-------------------------|----------------|------------------------|------------------|------------------------------|------------------|-----------------------|-----------------------|-------|
| | | | | Discussion in handbook | Special bulletin | Handbook and bulletin | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Geographical divisions: | | | | | | | | |
| New England..... | 22.5 | | 4.6 | 4.6 | 9.1 | 4.6 | 4.6 | 50.0 |
| Middle Atlantic..... | 27.5 | | | 10.0 | 5.0 | | 2.5 | 45.0 |
| Southern..... | 25.0 | 2.5 | | 10.0 | 7.5 | 7.5 | 2.5 | 55.0 |
| Middle Western..... | 15.4 | 1.1 | 3.3 | 4.4 | 8.8 | 5.5 | | 38.5 |
| Western..... | 9.7 | | | 6.5 | 6.5 | 3.2 | 3.2 | 29.1 |
| Types of organization: | | | | | | | | |
| Junior..... | 15.6 | | 3.1 | 3.1 | 14.1 | 4.7 | 1.6 | 42.2 |
| Senior..... | 23.7 | | | 10.5 | | 7.9 | 7.9 | 60.0 |
| 6-year..... | 18.2 | 3.0 | | | 9.1 | | | 39.4 |
| 4-year..... | 20.2 | 1.1 | 2.3 | 6.7 | 5.6 | 4.5 | | 40.4 |
| Enrollment groups: | | | | | | | | |
| 100 and fewer..... | 14.8 | | 3.7 | 3.7 | | | | 22.2 |
| 101 to 300..... | 35.4 | 2.1 | | 4.2 | | | | 41.7 |
| 301 to 750..... | 20.4 | 2.0 | | 6.1 | 12.2 | 2.0 | | 42.7 |
| 751 to 2,000..... | 11.1 | | 4.2 | 6.9 | 12.5 | 8.3 | 4.2 | 47.2 |
| More than 2,000..... | 10.0 | | | 15.0 | 10.0 | 10.0 | 5.0 | 50.0 |
| All schools..... | 19.2 | .9 | 1.8 | 6.7 | 7.6 | 4.5 | 1.8 | 42.5 |

Frequency of use of different methods of guiding pupils in the choice of nonathletic activities.—The data presented in

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Tables 29 and 30 show that the individual and the group methods used separately and in combination lead all other methods of guiding pupils in the choice of activities. The frequency of use of the two methods independently and in combination in all of the schools as computed from these tables is 41 per cent. Only 2.7 per cent of the schools reported no methods of guiding pupils in the selection of activities. Four per cent of the schools failed to specify

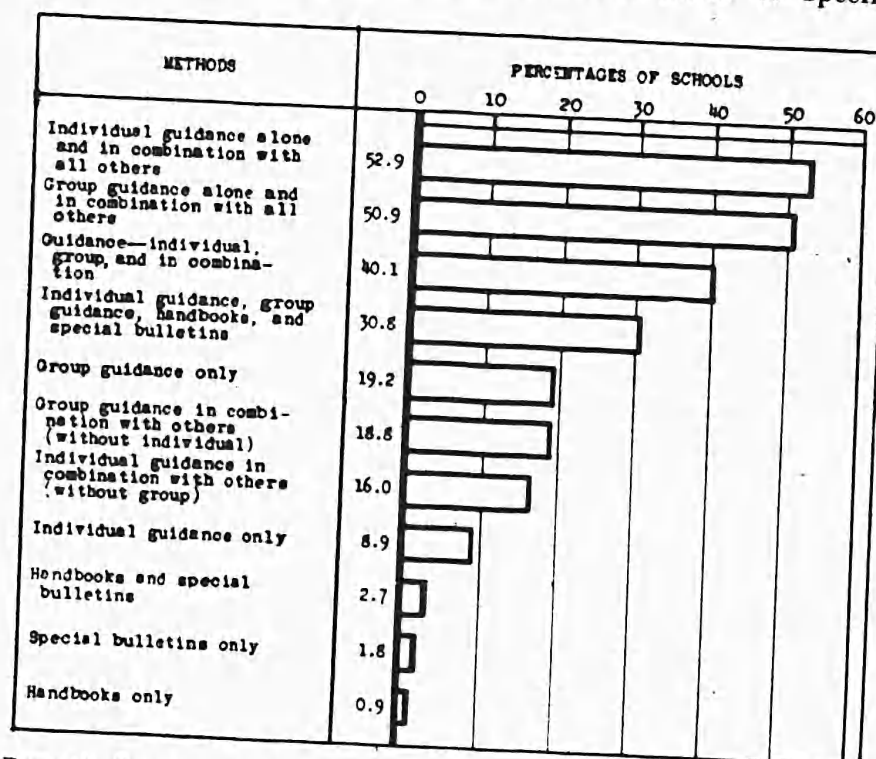


FIGURE 5.—Percentages of schools in which various methods of guiding pupils in the selection of nonathletic activities are used

a practice and 6.8 per cent used, either independently or in combination with one or more of the leading plans, some plan not included in the tabulations.

The data pertaining to the practices of the schools in guiding pupils in the choice of nonathletic activities are summarized in Figure 5. The findings show conclusively that virtually all the schools have attempted to assist pupils in the selection of activities irrespective of policy with respect to required or voluntary participation.

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10. OFFICERS RESPONSIBLE FOR THE REGULATION OF ACTIVITIES

The rapid development of extracurriculum activities in secondary schools has created problems of organization and administration which have greatly increased the duties of the principal. These new duties can not be neglected, if the school is to have a constructive program of activities. They must either be assumed by the principal or delegated to some member of his staff. The responsibility for the regulation of activities appears to rest chiefly with three officers, namely, the principal, sponsors of activities, and the director of extracurriculum activities. The frequency with which these officers independently and in conjunction assume responsibility for the regulation of activities is shown in Table 31. The sponsors and principal assume the responsibility independently in approximately equal percentages of schools. The director of extracurriculum activities apparently does not function in this respect to any great extent, except in conjunction with sponsors or principal. A number of other officers, such as assistant principal, dean of boys, dean of girls, heads of departments, home-room teachers, school

TABLE 31.—Percentages of schools in which the officers specified are responsible for the regulation of nonathletic activities

| Groups | Principal | Sponsor | Director | Principal and sponsor | Principal and director | Sponsor and director | Principal, sponsor, and director | Total |
|-------------------------|-----------|---------|----------|-----------------------|------------------------|----------------------|----------------------------------|-------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Geographical divisions: | | | | | | | | |
| New England..... | 18.2 | | | 40.9 | 9.1 | 9.1 | 9.1 | 86.4 |
| Middle Atlantic..... | 20.0 | 17.5 | | 17.5 | 10.0 | 2.5 | 5.0 | 72.5 |
| Southern..... | 12.5 | 17.5 | 5.0 | 17.5 | 10.0 | 2.5 | 17.5 | 82.5 |
| Middle Western..... | 13.2 | 16.5 | | 31.9 | 4.1 | 1.1 | 8.8 | 72.6 |
| Western..... | 3.2 | 6.5 | 3.2 | 35.5 | | | | 48.4 |
| Types of organization: | | | | | | | | |
| Junior..... | 14.1 | 9.4 | 3.1 | 25.0 | 4.7 | 4.7 | 15.6 | 76.6 |
| Senior..... | 10.5 | 18.4 | | 23.7 | 2.6 | | 5.3 | 60.5 |
| 6-year..... | 21.2 | 12.1 | | 30.3 | 9.1 | 3.0 | 12.1 | 87.8 |
| 4-year..... | 11.2 | 15.7 | 1.1 | 31.5 | 4.5 | 1.1 | 3.4 | 68.5 |
| Enrollment groups: | | | | | | | | |
| 100 and fewer..... | 14.8 | 25.9 | 3.7 | 40.7 | | | | 85.1 |
| 101 to 300..... | 20.8 | 22.9 | | 33.3 | 8.3 | | 2.1 | 87.4 |
| 301 to 750..... | 12.2 | 12.2 | 2.0 | 36.7 | 6.1 | 4.1 | 2.0 | 75.3 |
| 751 to 2,000..... | 9.7 | 6.9 | 1.4 | 15.3 | 5.6 | 4.2 | 19.4 | 62.5 |
| More than 2,000..... | 5.0 | 5.0 | | 20.0 | | | 15.0 | 45.0 |
| All schools..... | 13.4 | 13.8 | 1.3 | 28.1 | 4.9 | 2.2 | 8.5 | 72.2 |

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counselors, and committees of the faculty are assigned responsibilities for the regulation of activities in a few schools, but the percentages of frequency are so small that little significance is attached to them. In some schools one of the officers just named may serve as director of extracurriculum activities.

An analysis of Table 31 shows that the responsibility for regulating activities is personally assumed by principals to a greater extent in the schools of the Middle Atlantic and New England divisions than in the other regions. The practice is likewise greater in the 6-year high schools and junior high schools than in the senior high schools and 4-year high schools, and greater in the schools with enrollments of fewer than 750 than in those larger. Of the 14 groups considered in the table the practice of the principal personally assuming responsibility for the regulation of activities is observed least in the schools of the Western division and in schools with enrollments in excess of 2,000.

The sponsors of activities are held personally responsible for the regulation of activities to the greatest extent in the senior and 4-year high schools, in the schools with enrollments of fewer than 300, and in the Middle Atlantic, Southern, and Middle Western divisions. The director of extracurriculum activities is held personally responsible for the regulation of activities in only 1.3 per cent of the schools.

The principal and sponsors work jointly in the regulation of activities to about the same extent that the principal and sponsors work independently, the three practices constituting 55.3 per cent of the total practices considered in Table 31. The schools in New England, the 4-year high schools, and the schools with enrollments of fewer than 100 are highest in the percentage of frequency with which the practice of joint responsibility by principal and sponsors is followed in the regulation of activities, whereas the schools in the Southern division, the junior high schools, and the schools with enrollments between 751 and 2,000 lead in the joint assumption of such responsibility by principal, sponsors, and director of extracurriculum activities. Only 4.9 and 2.2 per cent, respectively, of the schools place the responsibility for activities jointly on principal and director, and on spon-

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sors and director. Apparently only a limited number of schools have officers designated as directors of extracurriculum activities and most of these delegate the responsibility for regulating the activities jointly to principal and director, sponsors and director, or principal, sponsor, and director.

The three officers, principal, sponsor, and director of extracurriculum activities are responsible for the regulation of activities independently and in combination in approximately three-fourths of the schools. A number of other officers in the remaining schools are assigned responsibility for the regulation of nonathletic activities either independently or under the supervision of the principal. However, the number of schools observing any one practice is too small to warrant tabulation.

II. METHODS OF PROVIDING THE EXPENSES OF ACTIVITIES

Methods used to finance nonathletic activities.—The cost of maintaining programs of activities in secondary schools necessitates the formulation of plans and policies with respect to the raising and administering of funds needed to support activities. The data set forth in Tables 32 and 33 show that the methods of financing programs of activities are unsettled and unstandardized. A small percentage of the schools has adopted advanced practices, such as "One assessment or fee for all extracurriculum activities" or "Door and gate receipts prorated among all activities." The large majority of the schools follow practices or combinations of practices which place the responsibility for the financing of nonathletic activities on the individual organizations.

Single methods of financing nonathletic activities.—Approximately a fourth of the schools meet expenses through "Dues determined and assessed by each organization." A small percentage of the schools permit each organization to make "Special assessments to meet expenses when they arise," or to collect "Door and gate receipts and apply them toward the expenses of the individual organization." Only a fraction of 1 per cent of the schools receive "Appropriations from boards of education." A few schools operate their activities without funds and another small group did not specify their practices. Nearly half of the schools followed some one of the six methods (A to F) specified in Table 32.

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Considerable variation in the methods adopted for the financing of nonathletic activities was found in the different school groups. The schools in the New England division regard each activity as a unit and in no instance do they undertake to finance a school program of activities; nor do they secure aid from their boards of education. While in general the trend of the schools in the other geographical divisions is in the same direction, a few schools in the Middle Atlantic and Middle Western divisions undertake to provide for the expenses of individual activities out of a general assessment or fee, or out of prorated door and gate receipts. The schools in the Southern division rely to a greater extent than any other group on special assessments of members of individual activities to meet expenses when the expenses arise. The junior high schools exceed the schools of the other types in the practice of the general assessment or fee for all pupils and the proration of gate and door receipts as a means of supporting individual activities, the proportion being about 3 to 2.

TABLE 32.—Percentages of schools in different groups which rely on some single method of providing for the expenses of nonathletic activities

| Groups | Methods ¹ | | | | | | | None specified | Total |
|-------------------------|----------------------|------|------|------|------|-----|------|----------------|-------|
| | A | B | C | D | E | F | None | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | | 31.8 | 4.6 | 4.6 | | | | | |
| Middle Atlantic..... | 2.5 | 35.0 | | 10.0 | 7.5 | 2.5 | | 2.5 | 41.0 |
| Southern..... | | 12.5 | 12.5 | 5.0 | 5.0 | 2.5 | | 5.0 | 60.0 |
| Middle Western..... | 3.3 | 24.2 | 6.6 | 4.4 | 3.3 | | 2.5 | 2.2 | 45.0 |
| Western..... | | 19.4 | 3.2 | 3.2 | 12.9 | | 3.2 | 3.2 | 46.2 |
| Types of organization: | | | | | | | | | |
| Junior..... | 4.7 | 31.3 | 7.8 | 1.6 | 9.4 | 3.1 | 3.1 | 4.7 | 45.1 |
| Senior..... | 2.6 | 21.1 | 10.5 | 10.5 | 2.6 | | 2.6 | 5.3 | 65.7 |
| 6-year..... | | 21.2 | 3.0 | 12.1 | 3.0 | | | | 55.2 |
| 4-year..... | | 21.4 | 3.4 | 3.4 | 4.5 | | | 1.1 | 39.3 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | | 14.8 | 3.7 | 11.1 | 11.1 | | | | 33.8 |
| 101 to 300..... | | 29.2 | 4.2 | 6.3 | 2.1 | | | | 40.7 |
| 301 to 750..... | 4.1 | 20.4 | 6.1 | 2.0 | 8.2 | | 2.1 | 2.1 | 46.0 |
| 751 to 2,000..... | 1.4 | 22.2 | 6.9 | 5.6 | 5.6 | 2.8 | 4.8 | 6.1 | 46.9 |
| More than 2,000..... | 5.0 | 35.0 | 5.0 | 5.0 | | | | 5.0 | 49.3 |
| All schools..... | 1.8 | 24.1 | 5.8 | 5.4 | 5.4 | .9 | 1.8 | 2.7 | 55.0 |

¹ A. One assessment or fee for all extracurriculum activities. B. Dues determined and assessed by each organization. C. Special assessments to meet expenses when they arise. D. Door and gate receipts for each activity applied to that activity. E. Door and gate receipts prorated among all activities. F. Appropriation by board of education.

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TABLE 33.—Percentages of schools in different groups which rely on combination methods in providing for the expenses of nonathletic activities

| Groups | Combined methods ¹ | | | | | | | Miscellaneous combinations | Total |
|-------------------------|-------------------------------|------|-----|-----|-----|-------|-------|----------------------------|-------|
| | B+C | B+D | B+E | C+E | D+E | B+C+D | B+D+E | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 9.1 | 36.4 | 4.6 | | 4.6 | | | 4.6 | 59.3 |
| Middle Atlantic..... | 2.5 | 10.0 | | 2.5 | | 2.5 | | 22.5 | 40.0 |
| Southern..... | 7.5 | 17.5 | | 5.0 | 2.5 | | 7.5 | 15.0 | 55.0 |
| Middle Western..... | 7.7 | 18.7 | 2.2 | 2.2 | | 7.7 | 5.5 | 9.9 | 46.9 |
| Western..... | 6.5 | 12.9 | 3.2 | | 9.7 | 3.2 | | 19.2 | 54.7 |
| Types of organization: | | | | | | | | | |
| Junior..... | 7.8 | 9.4 | | 1.6 | 3.1 | 1.6 | | 11.1 | 34.6 |
| Senior..... | 2.6 | 23.7 | 2.6 | | 2.6 | | 7.9 | 5.2 | 41.6 |
| 6-year..... | 6.1 | 12.1 | 3.0 | 3.0 | | 6.1 | 3.0 | 27.2 | 54.5 |
| 4-year..... | 7.9 | 23.6 | 2.3 | 3.4 | 2.3 | 6.7 | 4.5 | 15.8 | 60.5 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | | 14.8 | 3.7 | 3.7 | 3.7 | | 11.1 | 22.2 | 59.2 |
| 101 to 300..... | 4.2 | 20.8 | | 2.1 | 2.1 | 4.2 | 4.2 | 16.8 | 54.4 |
| 301 to 750..... | 4.1 | 24.6 | 2.0 | 2.0 | 2.0 | 2.0 | | 16.2 | 52.8 |
| 751 to 2,000..... | 11.1 | 13.9 | 2.8 | 2.8 | 2.8 | 5.6 | | 15.4 | 54.4 |
| More than 2,000..... | 10.0 | 15.0 | | | | 20.0 | | | 45.0 |
| All schools..... | 6.7 | 17.9 | 1.8 | 2.2 | 2.2 | 5.4 | 2.2 | 13.1 | 51.5 |

¹ B. Dues determined and assessed by each organization. C. Special assessments to meet expenses when they arise. D. Door and gate receipts for each activity applied to that activity. E. Door and gate receipts prorated among all activities. F. Appropriation by board of education.

Combinations of methods in financing nonathletic activities.—Approximately half the schools (51.5 per cent) use a combination of methods for meeting the expenses of individual activities rather than some single plan. (See Table 33.) "Dues determined and assessed by each organization" in combination with "Door and gate receipts for each activity" lead all other combinations of methods in all the school groups, not considering the grouping of miscellaneous combinations.

A variety of miscellaneous practices including combinations of methods different from those given in Table 33 were discovered, although the cases were too few and varied to warrant tabulation. Some of these practices provided for meeting expenses of nonathletic activities from the proceeds of special sales and bazaars, donations from the parent-teachers association, and the like. The omission of these percentages and a slight overlapping of practices in Table 33 interfere with the checking of the total in Table 32 with that in Table 33.

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18. FUNCTIONARIES RESPONSIBLE FOR THE ADMINISTRATION OF FUNDS

The principal of a secondary school must accept responsibility for the amount of funds used in activities and the proper administration of the funds. This problem raises an important question in the administration of activities, namely, Can the principal regulate the funds and at the same time grant the autonomy to individual organizations required to make the experience with respect to activity financing worth while? The data exhibited in Table 34 show that the practice of administering activity funds by the "Treasurer of each organization" slightly exceeds any of the other plans, such as the "General treasurer of all activities," "Principal of the school," or "School treasurer." There are good reasons for questioning the wisdom of the principal's acting as the treasurer of activity funds and the data show that the practice is confined largely to the small schools enrolling 100 or fewer pupils. Good business management of activities favors the general treasurer of all activities in preference to activity autonomy in the administration of funds. In this respect it is significant to note that approximately one-fourth (27.7 per cent) of the schools have adopted one or the other of the general plans of administering extracurriculum finance. The schools of the Western division lead the schools of the other geographical groups in the adoption of these two practices. The percentages for the five groups are: New England, 18.2; Southern, 19; Middle Atlantic, 25; Middle Western, 28.6; Western, 45.1. The senior high schools lead the other types of schools by a considerable margin, and the schools enrolling more than 750 pupils likewise lead the schools of smaller enrollment. The difference between the largest schools (more than 2,000) and the smallest (100 and fewer) is especially significant, the percentages being 35 and 11.1. The data show that the large schools, the senior high schools, and the schools in the Western division lead the schools in the other groups in the adoption of a school policy of administering extracurriculum finance as opposed to an individual-activity policy.

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TABLE 34.—Percentages of schools in different groups which rely on different functionaries for the administration of finances in nonathletic activities

| Groups | Functionaries responsible for extracurriculum finances ¹ | | | | | | | | | | | No funds | Not specified | Miscellaneous |
|-------------------------|---|------|------|------|-----|----------|------|------|-----|-----|-----|----------|---------------|---------------|
| | As individuals | | | | | In pairs | | | | | | | | |
| | A | B | C | D | A+B | A+C | A+D | B+C | D+C | | | | | |
| | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | |
| Geographical divisions: | | | | | | | | | | | | | | |
| New England..... | 22.7 | 13.6 | 9.1 | 4.6 | 4.6 | 13.6 | 13.6 | | | 4.6 | | 9.1 | 4.6 | |
| Middle Atlantic..... | 25.0 | 15.0 | 12.5 | 10.0 | | 7.5 | 15.0 | | | | | | 15.0 | |
| Southern..... | 25.0 | 12.5 | 7.5 | 7.5 | 2.5 | 15.0 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 5.0 | 15.0 | |
| Middle Western..... | 15.4 | 14.3 | 15.4 | 14.3 | 6.6 | 4.4 | 3.3 | 6.6 | 5.5 | 2.2 | | | 12.1 | |
| Western..... | 3.2 | 20.0 | 9.7 | 16.1 | | 3.2 | 3.2 | 12.9 | 9.7 | 3.2 | | | 9.7 | |
| Types of organization: | | | | | | | | | | | | | | |
| Junior..... | 21.9 | 7.8 | 10.9 | 17.2 | 1.6 | 4.7 | 6.3 | 4.7 | 7.8 | 3.1 | 4.7 | | 6.4 | |
| Senior..... | 13.2 | 18.4 | 10.5 | 15.8 | 7.9 | 2.6 | 5.3 | 5.3 | 2.6 | 2.6 | 2.6 | | 13.0 | |
| 6-year..... | 27.3 | 18.2 | 12.1 | 9.1 | | 9.1 | 6.1 | 3.0 | 6.1 | 3.0 | | | 6.0 | |
| 4-year..... | 13.5 | 20.2 | 13.5 | 6.7 | 4.5 | 11.2 | 6.7 | 5.6 | 2.3 | | | | 15.7 | |
| Enrollment groups: | | | | | | | | | | | | | | |
| 100 and fewer..... | 22.2 | 11.1 | 33.3 | | 7.4 | 14.8 | | 3.7 | 3.7 | 2.7 | | | 12.6 | |
| 101 to 300..... | 22.9 | 20.8 | 10.4 | 6.3 | 2.1 | 12.5 | | 6.3 | 2.1 | | | 2.1 | 6.0 | |
| 301 to 750..... | 22.5 | 20.4 | 10.2 | 6.1 | 2.0 | 6.1 | 6.1 | 8.2 | 6.1 | | | 6.1 | 16.8 | |
| 751 to 2,000..... | 11.1 | 9.7 | 6.9 | 23.6 | 1.4 | 4.2 | 11.1 | 4.2 | 6.9 | 4.2 | | | 15.0 | |
| More than 2,000..... | 20.0 | 25.0 | 5.0 | 10.0 | 5.0 | 5.0 | 15.0 | | | | | 1.8 | 11.7 | |
| All schools..... | 17.9 | 16.1 | 12.0 | 11.6 | 3.6 | 7.6 | 6.3 | 4.9 | 4.5 | 1.8 | | | | |

¹ A. Treasurer of each organization. B. General treasurer of all activities. C. Principal of school. D. School treasurer (officer of school faculty or board of education).

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Nearly a fifth of the schools administer the finances of activities through joint responsibility of general or school treasurers on the one hand, and activity treasurers or principal on the other. In 3.6 per cent of the schools the activity treasurer plan is combined with the general treasurer of all activities, in 6.3 per cent the plans of general school treasurer and individual activity treasurers are merged, and in 4.9 per cent and 4.5 per cent of all the schools, respectively, the plan of control by the principal is combined with the general treasurer of all activities and the school treasurer as a means of administering the finances of activities.

Of the schools having a general treasurer for the funds of all the nonathletic activities (65 in number) almost all (93.8 per cent) also use the same treasurer for athletic activities. (See Fig. 6.) This fact indicates a strong tendency on the part of schools which have developed a financial policy for the administration of nonathletic activity funds to adopt a single unified plan for all extracurriculum finance. Variation from the plan with respect to athletic activities may be explained by the fact that in certain geographical divisions athletic associations have become somewhat independent of the principals both in financial support and control.

In the schools which have a common treasurer for athletic and nonathletic activities the tendency is to designate the department head of the commercial department or a commercial teacher as the treasurer. Forty-one and five-tenths per cent of the schools are shown in Table 35 to have adopted this practice. Other faculty members are assigned the responsibility in nearly a fifth of the schools. The director of extracurriculum activities serves in 3.1 per cent of the schools, the principal in 6.2 per cent, and the school clerk in 4.6 per cent. The practice in approximately three-fourths of the schools is to relieve the pupils of the responsibility of handling extracurriculum funds. Only in 9.2 per cent of the schools is autonomy granted to pupils in the selection of a pupil-treasurer for the school. In 3.2 per cent of the schools the treasurer of the student council is made the common treasurer of athletic and nonathletic funds. A small percentage of the schools (9 per cent) has developed miscellaneous practices and only 3.1 per cent failed to answer the question.

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The practice of assigning the responsibility for handling all extracurriculum funds to some member of the commercial department appears to have acquired the greatest favor in the schools in the Southern division, in the senior high schools, and in the schools enrolling from 301-750 pupils. Other faculty members are regarded with greatest favor in the

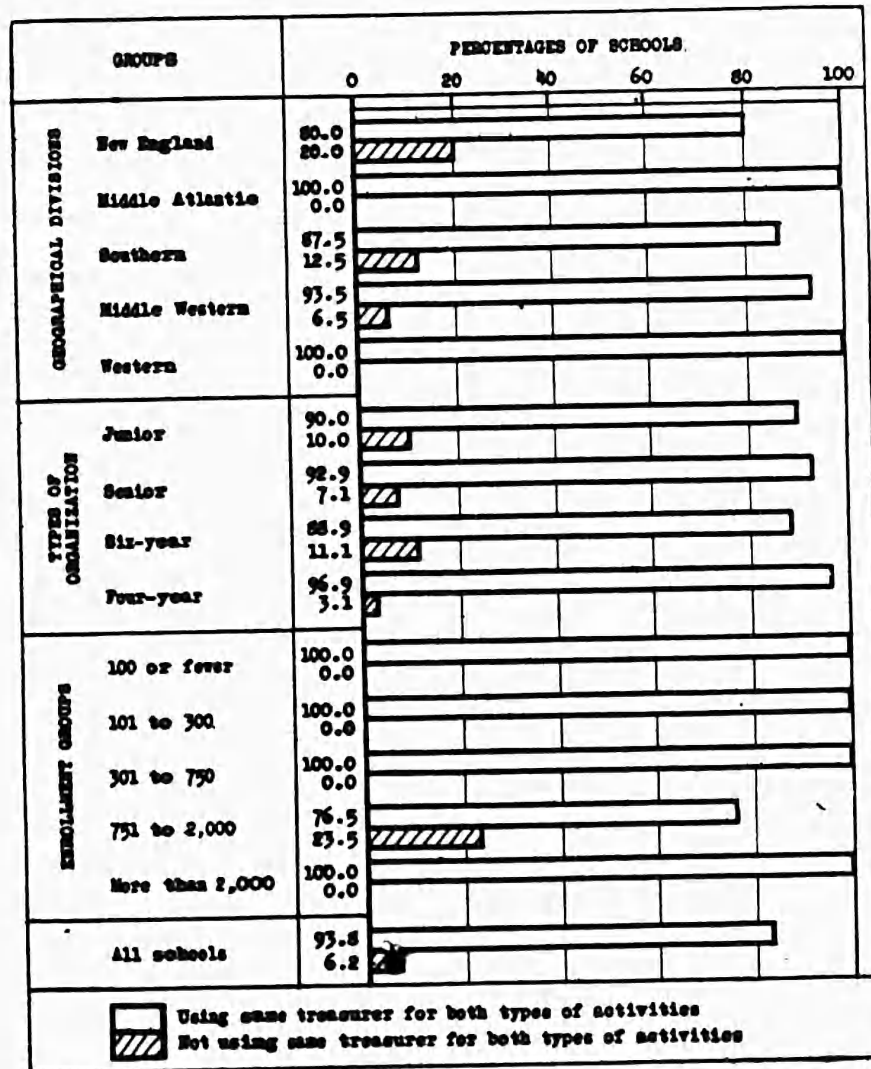


FIGURE 6.—Percentages of schools, having general treasurer for nonathletic activities, which use or do not use the same treasurer for athletic activities

schools in New England, in the junior high schools, and in the schools enrolling from 751-2,000 pupils. The preference for faculty members other than members of commercial departments may be due to a lower percentage of commercial

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TABLE 35.—Percentages of schools in different groups having certain officers acting as treasurers for both athletic and nonathletic activities

| Groups | Officer acting as treasurer ¹ | | | | | | | | Not specified | Miscellaneous plans |
|-------------------------|--|------|------|------|------|------|------|------|---------------|---------------------|
| | A | B | C | D | E | F | G | H | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Geographical divisions: | | | | | | | | | | |
| New England..... | 20.0 | 40.0 | | | 20.0 | | | | | 20.0 |
| Middle Atlantic..... | 50.0 | 12.5 | 12.5 | | | | | | | 12.5 |
| Southern..... | 62.5 | 12.5 | | | | | | 12.5 | | 12.5 |
| Middle Western..... | 45.2 | 19.4 | 3.2 | 3.2 | 3.2 | 9.7 | 9.7 | 3.2 | 12.5 | 12.5 |
| Western..... | 23.1 | 15.4 | 30.8 | | | 7.7 | | | 3.2 | |
| Types of organization: | | | | | | | | | | |
| Junior..... | 20.0 | 30.0 | 10.0 | | 10.0 | 10.0 | 10.0 | | | 23.1 |
| Senior..... | 64.3 | 14.3 | | | | | 7.1 | | | 10.0 |
| 6-year..... | 55.6 | 22.2 | 11.1 | | | | | | | 14.2 |
| 4-year..... | 34.4 | 15.6 | 12.5 | 3.1 | 3.1 | 9.4 | 3.1 | 6.3 | 6.3 | 11.1 |
| Enrollment groups: | | | | | | | | | | |
| 100 and fewer..... | 16.7 | 16.7 | 33.3 | 16.7 | | | | 16.7 | | 6.2 |
| 101 to 300..... | 26.7 | 13.3 | 6.7 | | 6.7 | 20.0 | 6.7 | | | |
| 301 to 750..... | 66.7 | 6.7 | 20.0 | | | 6.7 | | | | 20.1 |
| 751 to 2,000..... | 35.3 | 29.4 | | | 5.9 | | 11.8 | 5.9 | 5.9 | 5.9 |
| More than 2,000..... | 62.5 | | | | | | | | 12.5 | 25.0 |
| All schools..... | 41.5 | 18.5 | 9.2 | 1.5 | 3.1 | 6.2 | 4.6 | 3.2 | 3.1 | 9.0 |

¹ A. Head of commercial department or instructor in commercial department. B. Other faculty member. C. Student elected by students. D. Student appointed by principal. E. Director of extracurriculum activities. F. Principal of school. G. School clerk. H. Treasurer of student council.

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departments in the New England division and in junior high schools most of which fall within the enrollment group 751-2,000 (median 950).

The election of pupil treasurers by the pupils has the largest following in the schools in the Western division and in the small schools with enrollments of 100 or fewer. Interesting variations in the practices of selecting school treasurers for extracurriculum funds were noted in the schools in New England where 20 per cent selected the directors of extracurriculum activities and in the schools with enrollments of 101-300 in which the principal served as treasurer.

15. METHODS OF AUTHORIZING EXPENDITURES BY ORGANIZATIONS

The regulation of expenditures by organizations, especially in schools granting autonomy to individual organizations in the raising and management of their own funds, requires the establishment of definite procedures for all organizations with respect to incurring obligations. The data considered in Table 36 show that slightly less autonomy is granted to organizations in the making of expenditures than in the handling of funds. (Table 34.) Various checks are maintained by some of the schools on the authorization of expenditures, such as vote of the membership of an organization, approval of the principal, approval of the sponsor of the individual activity, or approval of the director of extracurriculum activities. In some schools a combination of two or more of the foregoing checks is employed in authorizing expenditures by organizations, such as vote of membership and approval of principal, vote of membership and approval of sponsor, approval of sponsor and principal, vote of membership and approval of both sponsor and principal, and approval of sponsor, director of activities, and principal. Approximately 1 school in 12 followed practices other than those specified in Table 36. Of these miscellaneous practices the most important are authorization of expenditures on part of organizations by a finance committee of the faculty, by student-faculty committee on finance, and by the principal.

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TABLE 36.—Percentages of schools in different groups authorizing expenditures of money for nonathletic activities by different methods

| Groups | Method of authorizing expenditures 1 | | | | | | | | | | | No funds | Not specified | Miscellaneous | | |
|-------------------------|--------------------------------------|---|---|---|---------------------|-----|-----|-------|-------|----|----|----------|---------------|---------------|----|--|
| | Individual methods | | | | Combination methods | | | | | | | | | | | |
| | A | B | C | D | A+B | A+C | B+C | A+B+C | B+C+D | | | | | | | |
| | 3 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | 13 | |
| 1 | | | | | | | | | | | | | | | | |
| Geographical divisions: | | | | | | | | | | | | | | | | |
| New England..... | | | | | | | | | | | | | | | | |
| Middle Atlantic..... | | | | | | | | | | | | | | | | |
| Southern..... | | | | | | | | | | | | | | | | |
| Middle Western..... | | | | | | | | | | | | | | | | |
| Western..... | | | | | | | | | | | | | | | | |
| Types of organization: | | | | | | | | | | | | | | | | |
| Junior..... | | | | | | | | | | | | | | | | |
| Senior..... | | | | | | | | | | | | | | | | |
| 6-year..... | | | | | | | | | | | | | | | | |
| 4-year..... | | | | | | | | | | | | | | | | |
| Enrollment groups: | | | | | | | | | | | | | | | | |
| 100 and fewer..... | | | | | | | | | | | | | | | | |
| 101 to 200..... | | | | | | | | | | | | | | | | |
| 201 to 750..... | | | | | | | | | | | | | | | | |
| 751 to 2,000..... | | | | | | | | | | | | | | | | |
| Over 2,000..... | | | | | | | | | | | | | | | | |
| All schools..... | | | | | | | | | | | | | | | | |

1 A. By vote of membership of activities B. By

¹ A. By vote of membership of activities. B. By approval of principal. C. By approval of sponsor. D. By approval of director of extracurriculum activities.

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Interesting variations in the practices of authorizing expenditures by nonathletic organizations appear in the schools of the geographical divisions, the different types of schools, and the enrollment groups. A few schools failed to specify practices, and a small percentage scattered throughout the different groups reported miscellaneous practices.

14. PRACTICES OF SCHOOLS IN ACCOUNTING FOR FUNDS

The proper training of pupils in the handling of activity funds as well as the responsibility of the principal for the funds necessitates the auditing of the accounts of the individual organizations and their officers. The information thus secured is also essential to the formulation of policies both with respect to expenditures and the nature of activities. Approximately four of every five schools require some kind of annual audit of funds expended in nonathletic activities. (Fig. 7.) The leading practice employed by the different groups of schools (36.2 per cent) is the annual audit by the principal or a faculty member appointed by him. In about a tenth of the schools the audit is made by an official of the board of education, and in almost a seventh of the schools by the sponsor of each activity. A few schools have audits by the principal or his representative and an official of the board of education, and another small group have audits by both principal or representative and sponsors.

The schools in the New England division are the lowest of all the groups (54.6 per cent) in the requirement of an annual audit of the funds of nonathletic organizations, but the group of large schools (more than 2,000 pupils) has the highest percentage which does not require any kind of audit (25 per cent). The schools in the Middle Atlantic division lead all the groups in percentage requiring an annual audit (80 per cent), although the group of small schools (100 or fewer) is a close second with a percentage of 74.1. Only a few schools failed to specify their practices or indicated miscellaneous practices, such as annual audit by State auditor, superintendent of schools, secretary to the superintendent of schools, head of commercial department, and monthly audit by an official of the board of education. The findings show that most schools realize the importance of the proper ad-

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ministration of funds by extracurriculum organizations and employ some method of accounting for the receipts and expenditures of nonathletic organizations.

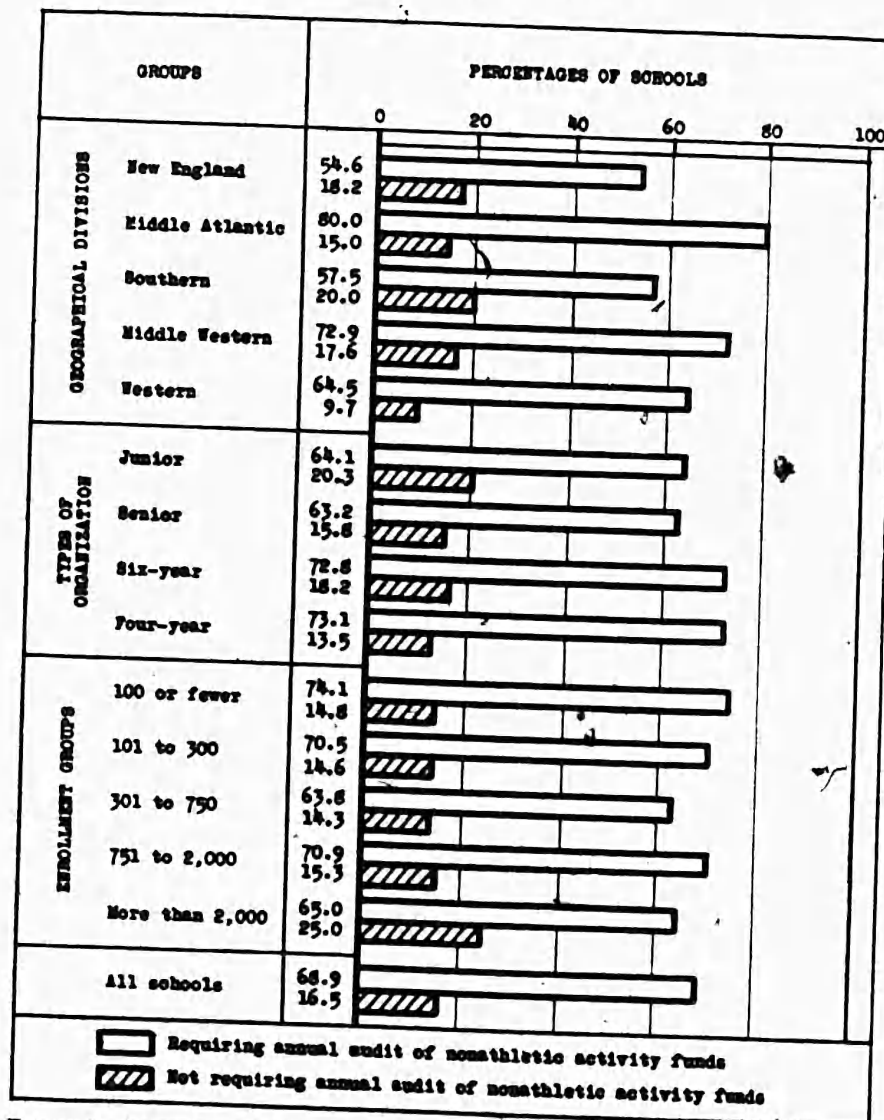


FIGURE 7.—Percentages of schools in different groups which require and which do not require annual audit of nonathletic activity funds

16. THE SELECTION OF SPONSORS

The proper sponsoring of activities is considered a fundamental problem in extracurriculum administration. This being true, the selection of sponsors for activities is no small responsibility. In the large majority of schools (80.4 per cent) the principal either directly (56.7 per cent) or indirectly

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(23.7 per cent) assumes the responsibility for selecting the sponsors (Table 37). In a small percentage only of the schools is the selection made by the director of extracurriculum activities or by the faculty. A few schools failed to specify their practices and a small group reported miscellaneous practices.

TABLE 37.—Percentages of schools in different groups selecting sponsors of activities by different methods

| Group | Persons responsible for selection of sponsors ¹ | | | | | | Not spec- ified | Misc- ellaneous meth- ods |
|-------------------------|--|-------|------|---------|------|-------|-----------------------|------------------------------------|
| | Individually | | | Jointly | | | | |
| | A | B | C | A+B | A+C | A+D | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Geographical divisions: | | | | | | | | |
| New England..... | 45.5 | 4.6 | 4.6 | 18.2 | 13.6 | ----- | 4.6 | 9.2 |
| Middle Atlantic..... | 70.0 | 2.5 | 7.5 | 7.5 | 2.5 | 5.0 | ----- | 5.0 |
| Southern..... | 50.0 | 2.5 | 7.5 | 12.5 | 7.5 | 7.5 | 2.5 | 10.0 |
| Middle Western..... | 58.2 | 2.2 | 6.6 | 6.6 | 13.2 | 2.2 | 1.1 | 9.9 |
| Western..... | 51.6 | ----- | 6.5 | 3.2 | 19.4 | 6.5 | ----- | 12.8 |
| Types of organization: | | | | | | | | |
| Junior..... | 54.7 | 3.1 | 1.6 | 18.8 | 3.1 | 7.8 | 1.6 | 8.3 |
| Senior..... | 55.3 | ----- | 10.5 | ----- | 18.4 | 5.3 | ----- | 10.4 |
| 6-year..... | 60.6 | 3.0 | 12.1 | 12.1 | 6.1 | ----- | ----- | 6.0 |
| 4-year..... | 57.3 | 2.3 | 6.7 | 3.4 | 15.7 | 2.3 | 2.3 | 10.1 |
| Enrollment groups: | | | | | | | | |
| 100 and fewer..... | 51.9 | ----- | 11.1 | 7.4 | 7.4 | ----- | 7.4 | 14.8 |
| 101 to 300..... | 66.7 | 2.1 | 16.7 | 2.1 | 8.3 | 2.1 | ----- | 2.1 |
| 301 to 750..... | 73.5 | ----- | 2.0 | 6.1 | 4.1 | 10.2 | 2.0 | 2.1 |
| 751 to 2,000..... | 45.8 | 4.2 | 1.4 | 16.7 | 13.9 | ----- | ----- | 18.2 |
| More than 2,000..... | 30.0 | 5.0 | 5.0 | 15.0 | 35.0 | ----- | ----- | 10.0 |
| All schools..... | 56.7 | 2.2 | 6.7 | 8.5 | 11.2 | 4.0 | 1.3 | 8.8 |

¹ A. Principal of schools. B. Director of extracurriculum activities. C. Faculty. D. Vote of membership of individual organization.

In the schools of the different geographical divisions the practice of direct selection of sponsors by the principal is most prominent in the Middle Atlantic group (70 per cent) and least prominent in the New England group (45.5 per cent). The 6-year high schools lead the other types of schools in the practice with a percentage of 60.6 and the junior high schools are lowest with a percentage of 54.7. In the different enrollment groups the schools enrolling 301-750 lead in the practice with a percentage of 73.5 and the schools enrolling more than 2,000 are lowest with a percentage of 30. Apparently the responsibility of the principal for the appointment of sponsors is shared to a greater extent in the New

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England schools with the director of extracurriculum activities and faculty, in the junior high schools with the director of extracurriculum activities, and in the schools enrolling more than 2,000 with the faculty than in the other school groups. In the schools of the Southern division, the 6-year high schools, and the schools enrolling 751-2,000 the principal shares this responsibility most frequently with the director of activities, and in the Middle Western, Western, and 4-year high schools with the faculty. In only a small percentage of the schools does the principal share the responsibility in the selection of sponsors with the members of the nonathletic organizations.

16. RECOGNITION GIVEN TO SPONSORS FOR SERVICES IN NONATHLETIC ACTIVITIES

If sponsorship is considered important and the requirements are exacting, it follows that recognition in some form should be received for the services. However, nearly half the schools (44.2 per cent) do not give any special recognition to sponsors for the service rendered to the school in sponsoring nonathletic activities. (Table 38.) In approximately a fourth of the schools (25.4 per cent) services as sponsors of activities are recompensed by reduction in the teaching schedule. In small percentages of the schools teachers who sponsor nonathletic activities receive consideration in salary increase and in the annual professional rating.

The range of the variation in practices in the different school groups indicates lack of recognized methods of dealing with the problem of providing sponsorship for nonathletic activities. The schools in the Southern and Middle Atlantic divisions, the junior and senior high schools, and the schools with enrollments of 301-750 and 751-2,000 excel the other school groups in giving recognition to teachers for their services in sponsoring activities. On the contrary the schools in the New England division, the 6-year high schools, and the schools with enrollments of 101-300 have given less attention to the problem than the schools in the other groups.

If sponsorship is important in carrying on nonathletic activities, as it is very generally conceded to be, recognition and adjustments in duties commensurate with the character and extent of the service rendered must be provided or spon-

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sorship will tend to become an imposed burden and will probably be only perfunctorily discharged.

TABLE 38.—Percentages of schools in different groups recognizing services of teachers as sponsors of nonathletic activities in different ways

| Groups | No recog- nition | Recognition given to sponsors ¹ | | | | | | | Not spec- ified | Mis- cel- la- neous meth- ods |
|-------------------------|------------------------|--|-------|------|------------------|-------|-------|-------|-----------------------|--|
| | | Individual methods | | | Combined methods | | | | | |
| | | A | B | C | A+C | A+B | A+B+C | B+C | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Geographical divisions: | | | | | | | | | | |
| New England..... | 54.6 | 22.8 | 4.6 | 4.6 | ----- | 4.6 | ----- | ----- | 9.1 | ----- |
| Middle Atlantic..... | 37.5 | 30.0 | 5.0 | 5.0 | 7.5 | 7.5 | ----- | ----- | 7.5 | ----- |
| Southern..... | 35.0 | 25.0 | 2.5 | 20.0 | 10.0 | ----- | ----- | 2.5 | 5.0 | ----- |
| Middle Western..... | 47.3 | 24.2 | 2.2 | 14.3 | 4.4 | 1.1 | 4.4 | 1.1 | 1.1 | ----- |
| Western..... | 48.4 | 29.0 | ----- | 3.2 | 6.4 | 6.5 | ----- | 3.2 | 3.2 | 3.2 |
| Types of organization: | | | | | | | | | | |
| Junior..... | 37.5 | 42.2 | ----- | 9.4 | 4.7 | ----- | 1.6 | ----- | 3.1 | 1.6 |
| Senior..... | 42.1 | 21.0 | 2.6 | 21.1 | 2.6 | ----- | 2.6 | 2.6 | 5.3 | ----- |
| 6-year..... | 57.6 | 12.1 | 9.1 | 6.1 | 6.1 | 9.1 | ----- | ----- | ----- | ----- |
| 4-year..... | 44.9 | 20.3 | 2.2 | 10.1 | 7.9 | 4.5 | 2.3 | 2.3 | 5.6 | ----- |
| Enrollment groups: | | | | | | | | | | |
| 100 and fewer..... | 44.4 | 25.9 | ----- | 14.8 | ----- | 3.7 | ----- | ----- | 11.1 | ----- |
| 101 to 300..... | 58.3 | 16.7 | ----- | 4.2 | 4.2 | 8.3 | 2.1 | 2.1 | 4.2 | ----- |
| 301 to 750..... | 32.7 | 30.6 | 8.1 | 10.2 | 8.1 | 2.0 | ----- | 2.0 | 6.1 | ----- |
| 751 to 2,000..... | 37.5 | 29.2 | 1.4 | 13.9 | 9.7 | 1.4 | 4.2 | ----- | 1.4 | 1.4 |
| More than 2,000..... | 55.0 | 15.0 | 5.0 | 20.0 | ----- | ----- | ----- | 5.0 | ----- | ----- |
| All schools..... | 44.2 | 25.4 | 2.6 | 11.1 | 5.8 | 3.1 | 1.8 | 1.8 | 4.0 | .4 |

¹ A. Teaching schedule reduced for work in extracurriculum activities. B. Consideration received through increase in salary. C. Consideration received in annual professional rating.

17. PROVISIONS FOR ACTIVITY MEETINGS

Practices of school groups with respect to meetings of nonathletic activities.—The value of extracurriculum activities is determined in part by the administrative provisions made for the functioning of the activities, such as the time and interval of holding the meetings. In more than three-fourths of the schools (Fig. 8) provisions are made for holding the meetings of activities regularly. In less than one-fourth of the schools the meetings are held irregularly or the practices are not specified. The school groups with the highest percentages of irregularity are the Western (35.5 per cent) and New England divisions (27.3 per cent), the 4-year high schools (28.1 per cent), and the schools with enrollments of fewer than 750. The schools with the lowest percentages of irregularity are those in the Southern division, those of the junior high school type, and those having large enrollments (more than 2,000).

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Practices of the schools in the different groups with respect to the interval of holding meetings of nonathletic activities.— Considerable variation exists among the different school groups with respect to the frequency of holding meetings of

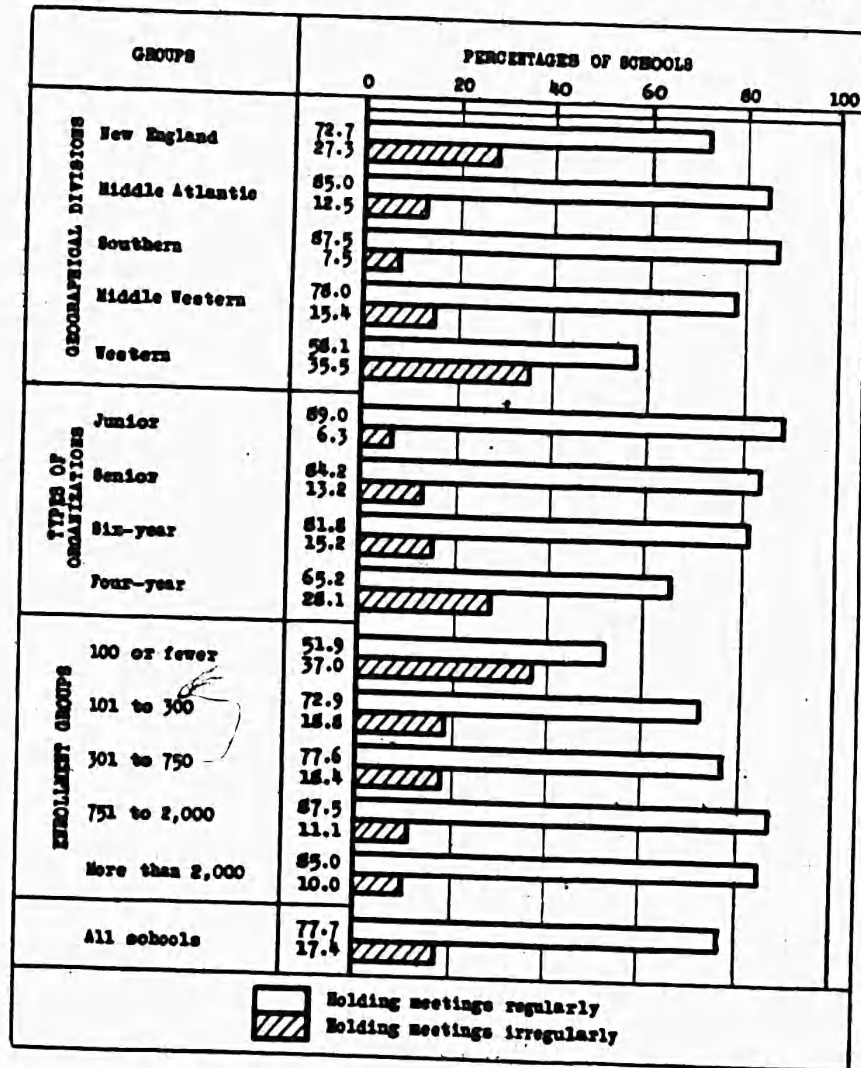


FIGURE 8.—Percentages of schools in different groups holding meetings of nonathletic activities (1) regularly and (2) irregularly

activities. (Table 39.) The modal practice (40.2 per cent) favors the varying of meetings according to the needs of individual activities. Of the fixed times for holding meetings, the weekly interval is favored by a larger percentage of schools than any other single plan or combination of plans.

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TABLE 39.—Percentages of schools in different groups holding meetings of nonathletic activities at different intervals

| Groups | Interval of holding meetings | | | | | Practice not specified | Miscellaneous |
|--------------------------------|------------------------------|--------------|---------|------------------------|-------------------------|------------------------|---------------|
| | Weekly | Semi-monthly | Monthly | Varies with activities | Weekly and semi-monthly | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Geographical divisions: | | | | | | | |
| New England..... | 27.3 | | 9.1 | 54.6 | | | 9.1 |
| Middle Atlantic..... | 37.5 | 2.5 | 5.0 | 40.0 | 5.0 | 5.0 | 5.0 |
| Southern..... | 37.5 | 7.5 | 10.0 | 20.0 | 15.0 | 7.5 | 2.5 |
| Middle Western..... | 22.0 | 8.8 | 4.4 | 44.0 | 7.7 | 8.8 | 4.4 |
| Western..... | 25.8 | | 3.2 | 45.2 | 3.2 | 16.1 | 6.4 |
| Types of organization: | | | | | | | |
| Junior..... | 59.4 | 3.1 | | 20.3 | 4.7 | 7.8 | 4.7 |
| Senior..... | 23.7 | 10.5 | 5.3 | 42.1 | 7.9 | 2.6 | 7.8 |
| 6-year..... | 18.2 | 6.1 | 12.1 | 36.4 | 21.2 | 6.1 | |
| 4-year..... | 12.4 | 4.5 | 7.9 | 55.1 | 3.4 | 11.2 | 5.5 |
| Enrollment groups: | | | | | | | |
| 100 and fewer..... | 7.4 | 14.8 | 11.1 | 44.4 | 3.7 | 14.8 | 3.7 |
| 101 to 300..... | 12.5 | 4.2 | 8.3 | 45.8 | 12.5 | 12.5 | 4.2 |
| 301 to 750..... | 30.6 | 6.1 | 6.1 | 38.8 | 8.2 | 6.1 | 4.0 |
| 751 to 2,000..... | 44.4 | 1.4 | 2.8 | 24.7 | 6.9 | 2.8 | 7.0 |
| More than 2,000..... | 35.0 | 5.0 | | 55.0 | | 5.0 | |
| All schools..... | 28.6 | 5.4 | 5.8 | 40.2 | 7.1 | 8.0 | 4.8 |

The schools in the Middle Atlantic and Southern divisions have the highest percentages of frequency of the divisional groups (37.5 per cent each) with respect to weekly meetings of activities, and the junior high schools and schools with enrollments of 751–2,000 lead their groups, respectively, in percentages (59.4 and 44.4) favoring weekly meetings. The range of the groups favoring weekly meetings is large (52.0 per cent) as compared with the mean for the entire group of schools (28.6 per cent). The percentage of schools favoring semimonthly, monthly, and a combination of weekly and semimonthly intervals for meetings of activities is low, except in a few of the groups.

Practices of the schools in the different groups with respect to the time of the day for holding meetings of nonathletic activities.—The agreement among the different school groups as to the time of the day at which meetings of nonathletic activities should be held is slight. (Table 40.) The greatest agreement is found for after-school hours and the afternoon session. No school group considered meeting time before school preferable to after school, and only the junior high

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schools regarded before-school hours as equally desirable to after-school hours. Four school groups, namely, the Middle Western and Western divisions, the senior high schools, and the schools with enrollments of more than 2,000 preferred the morning session to the afternoon; two groups, the 4-year high schools and the schools with enrollments of 101-300, considered the two sessions equally desirable. Considerable opinion in some of the groups is revealed in favor of varying the time of meetings according to the activities. This should probably be construed as absence of school policy and definite schedule for the nonathletic activities in the schools favoring the practice.

TABLE 40.—Percentages of schools in different groups scheduling meetings of nonathletic activities at stated times

| Groups | Time of holding meetings | | | | | | | | Not specified | Miscellaneous |
|-------------------------|--------------------------|---------------|-----------------|-------------------|----------------|-------------------|-------------------------|----------------------|---------------|---------------|
| | After school | Before school | Morning session | Afternoon session | In the evening | Noon intermission | Before and after school | Varies with activity | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Geographical divisions: | | | | | | | | | | |
| New England..... | 18.0 | 4.6 | | 27.3 | | | 4.6 | 40.9 | | 4.6 |
| Middle Atlantic..... | 20.0 | 5.0 | 5.0 | 30.0 | | 2.5 | 2.5 | 27.5 | 7.5 | |
| Southern..... | 20.0 | 7.5 | 17.5 | 22.5 | 2.5 | 2.5 | | 7.5 | 17.5 | 2.5 |
| Middle Western..... | 24.2 | 9.9 | 19.8 | 8.8 | 6.6 | 1.1 | 3.3 | 13.2 | 12.1 | 1.1 |
| Western..... | 16.1 | 3.2 | 19.4 | 12.9 | | 9.7 | | 16.1 | 19.4 | 3.2 |
| Types of organization: | | | | | | | | | | |
| Junior..... | 10.9 | 10.9 | 20.3 | 31.3 | | 4.7 | 1.6 | 10.9 | 9.4 | |
| Senior..... | 26.3 | 5.3 | 15.8 | 10.5 | 2.6 | 7.9 | 2.6 | 18.4 | 5.3 | 5.2 |
| 6-year..... | 9.1 | 9.1 | 18.2 | 21.2 | 9.1 | | 3.0 | 21.2 | 6.1 | 3.0 |
| 4-year..... | 30.3 | 4.5 | 9.0 | 9.0 | 3.4 | | 2.3 | 21.4 | 19.1 | 1.1 |
| Enrollment groups: | | | | | | | | | | |
| 100 and fewer..... | 37.0 | 3.7 | | 3.7 | 3.7 | | | 22.2 | 20.6 | |
| 101 to 300..... | 16.7 | 8.3 | 10.4 | 10.4 | 4.2 | 2.1 | 2.1 | 25.0 | 18.8 | 2.1 |
| 301 to 750..... | 18.4 | 6.1 | 10.2 | 28.6 | 2.0 | 4.1 | | 18.4 | 12.2 | |
| 751 to 2,000..... | 22.2 | 9.7 | 22.2 | 22.2 | 2.8 | 2.8 | 2.8 | 9.7 | 1.4 | 4.2 |
| More than 2,000..... | 22.0 | | 20.0 | 15.0 | | | 10.0 | 30.0 | 5.0 | |
| All schools..... | 21.0 | 7.1 | 14.7 | 17.4 | 3.1 | 2.7 | 2.2 | 17.9 | 12.1 | 1.7 |

18. RESTRICTIONS ON MEMBERSHIP AND PARTICIPATION

Requirements in the different school groups for membership and participation in nonathletic activities.—Participation in interscholastic athletics both in colleges and secondary schools has been conditioned for many years on academic requirements. Apparently this practice has been considered worthy of emulation by some administrative officers in secondary schools in the formulation of standards of membership and

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participation in intramural activities. The data assembled in Table 41 show that in the administration of nonathletic activities several practices prevail with respect to restrictions regarding membership and participation in individual activities. Approximately a third of the schools operate on the policy of having the activities open to all pupils. Nearly a fifth restrict membership and participation to pupils who maintain minimum academic standing, and more than two-fifths maintain other kinds of requirements which may or may not vary with the different activities. Some schools have one policy for certain activities and another policy for other activities. A few schools did not report their practices.

The greatest variety of practices was found in the schools in the Southern division and the least variety in the schools in the Western division. The junior high schools led all the groups of schools in having membership and participation open to all pupils (53.1 per cent) and the small high schools enrolling 100 pupils and fewer were the lowest (22.2 per cent). However, the small high schools enrolling 100 pupils and fewer led all the school groups in exacting academic requirements for membership and participation in nonathletic activities (44.4 per cent), and the junior high schools stood lowest (the percentage being only 7.8).

TABLE 41.—Percentages of schools in different groups with no requirements, minimum academic requirements, and other requirements for membership and participation in nonathletic activities

| Groups | No requirements | Minimum academic requirements | Other requirements | Practices not specified |
|-------------------------|-----------------|-------------------------------|--------------------|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Geographical divisions: | | | | |
| New England..... | 31.8 | 13.6 | 54.6 | ..... |
| Middle Atlantic..... | 45.0 | 12.5 | 42.5 | ..... |
| Southern..... | 40.0 | 12.5 | 45.0 | 2.5 |
| Middle Western..... | 30.8 | 23.1 | 46.1 | ..... |
| Western..... | 38.7 | 25.8 | 35.5 | ..... |
| Types of organization: | | | | |
| Junior..... | 53.1 | 7.8 | 37.5 | 1.6 |
| Senior..... | 36.8 | 22.7 | 39.5 | ..... |
| 6-year..... | 30.3 | 18.2 | 51.5 | ..... |
| 4-year..... | 25.8 | 24.7 | 49.5 | ..... |
| Enrollment groups: | | | | |
| 100 and fewer..... | 22.2 | 44.4 | 33.4 | ..... |
| 101 to 300..... | 33.3 | 22.9 | 43.8 | ..... |
| 301 to 750..... | 46.9 | 10.2 | 40.9 | 2.0 |
| 751 to 2,000..... | 34.7 | 13.9 | 51.4 | |
| More than 2,000..... | 30.0 | 15.0 | 55.0 | |
| All schools..... | 36.2 | 18.8 | 44.6 | 0.4 |

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Specific character of requirements for membership and participation in nonathletic activities in different school groups.— Nearly a third of the schools maintain some form of academic requirement for membership and participation in nonathletic activities. Analysis of the requirements shows considerable variation among the different school groups. The modal practice, requiring pupils to be passing in three subjects, is observed by approximately one-fourth of the schools. (Table 42.) In the geographical divisions the schools in the Western States regard the practice with greatest favor and the schools in the Middle Western States with least favor. The junior high schools do not observe the practice at all. However, it is observed in all the other types of schools, the largest percentage being in the 4-year high schools. In the schools of the different enrollment groups it receives least consideration in the group with enrollments of 751–2,000 and the greatest consideration in the group with enrollments of 301–750.

A small percentage of the schools representing about half the groups require the pupils to have an average of 75 per cent in academic subjects as a prerequisite to membership and participation in nonathletic activities. A slightly larger percentage of the schools requires the pupils to be passing in all subjects. The chief exponents of the last practice are the junior high schools and the schools enrolling from 751–2,000 pupils, many of which are junior high schools. A sprinkling of schools require as a prerequisite to membership and participation in nonathletic activities that pupils have an average of 85 per cent and be passing in four subjects.

The fact that 41.2 per cent of the schools did not specify their practices is explained on the ground (1) that a considerable percentage of the schools maintain no requirements for membership and participation in nonathletic activities, and (2) that nearly half the schools have other than minimum academic requirements. The data considered do not warrant any statement regarding the desirability of academic requirements for membership and participation in nonathletic activities.

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TABLE 42.—Percentages of schools in different groups maintaining five types of academic requirements for participation in nonathletic activities

| Groups | Requirement for participation ¹ | | | | | Not specified | Miscellaneous requirements |
|-------------------------|--|------|------|-----|-----|---------------|----------------------------|
| | A | B | C | D | E | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Geographical divisions: | | | | | | | |
| New England..... | 28.6 | | 14.3 | | | 42.9 | 14.3 |
| Middle Atlantic..... | 25.0 | 8.3 | 8.3 | | | 50.0 | 8.3 |
| Southern..... | 22.2 | 11.1 | | | | 33.3 | 33.3 |
| Middle Western..... | 14.3 | 7.1 | 10.7 | 7.1 | 7.1 | 42.9 | 10.8 |
| Western..... | 58.3 | | | 8.3 | | 33.3 | |
| Types of organization: | | | | | | | |
| Junior..... | | | 16.7 | | | 66.7 | 16.7 |
| Senior..... | 17.7 | | 5.9 | 5.9 | 5.9 | 47.1 | 17.7 |
| 6-year..... | 18.2 | 9.1 | | | | 54.6 | 18.2 |
| 4-year..... | 38.2 | 8.8 | 8.8 | 5.9 | 2.9 | 29.4 | 5.8 |
| Enrollment groups: | | | | | | | |
| 100 and fewer..... | 28.6 | 14.3 | 7.1 | 7.1 | 7.1 | 35.7 | |
| 101 to 300..... | 29.4 | 5.9 | | 5.9 | | 41.2 | 17.7 |
| 301 to 750..... | 50.0 | | | | | 40.0 | 10.0 |
| 751 to 2,000..... | 11.1 | 5.6 | 16.7 | 5.6 | | 50.0 | 11.2 |
| More than 2,000..... | 28.6 | | 14.3 | | | 28.6 | 28.6 |
| All schools..... | 26.5 | 5.9 | 7.3 | 4.4 | 2.9 | 41.2 | 12.0 |

¹ A. Pupils required to be passing in three subjects. B. Pupils must have average of 75 per cent. C. Pupils must be passing in all subjects. D. Pupils must have average of 85 per cent. E. Pupils must be passing in four subjects.

19. REQUIREMENTS IN THE ORGANIZATION OF ACTIVITIES

Many administrative requirements are imposed regarding the initiation of activities as a means of inhibiting sporadic organizations and of securing recognition of purpose on the part of those interested in or sponsoring the formation of new organizations. The most widely accepted requirement is that the objectives of the activities shall be stated in a written constitution or made available for consideration in written form. Some schools require that the objectives be understood but not available in written form. A few schools demand written constitutions for activities and a few vary the requirements for organization in accordance with the type of activity.

Of the different school groups the junior high school exhibits the greatest variation from the general practices of the entire group of schools. These schools attach virtually no importance to written constitutions or to objectives stated in constitutions. (Table 43.) They exceed the average for the entire group of schools in requiring that objectives

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be available in written form, understood but not available in written form, understood but allowed to vary with the types of activities, and that all requirements be allowed to vary with the types of organizations. The organization of new activities is thus rendered easier in the junior high schools, a condition that may be warranted on account of the age of the pupil. The 4-year high schools and the large schools enrolling more than 2,000 pupils lead the schools in the other groups in requiring objectives in a written constitution as a prerequisite to the formation of an extracurriculum organization.

TABLE 43.—Percentages of schools in different groups maintaining requirements for the organization of nonathletic activities

| Groups | Requirements for organization of activities ¹ | | | | | | Not specified | Miscellaneous | No requirements |
|-------------------------|--|------|------|------|------|------|---------------|---------------|-----------------|
| | A | B | C | D | E | F | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 4.6 | 13.6 | 9.1 | 18.2 | 22.7 | 9.1 | 4.6 | 18.3 | |
| Middle Atlantic..... | 7.5 | 14.0 | 7.5 | 32.5 | 5.0 | 12.5 | 2.5 | 15.0 | 2.5 |
| Southern..... | 2.5 | 17.5 | 5.0 | 17.5 | 20.0 | 15.0 | 7.5 | 15.0 | |
| Middle Western..... | 5.5 | 22.0 | 5.5 | 16.5 | 14.3 | 8.8 | 7.7 | 19.8 | |
| Western..... | 3.2 | 22.6 | | 22.6 | 19.4 | 9.7 | | 22.5 | |
| Types of organization: | | | | | | | | | |
| Junior..... | | 1.6 | 10.9 | 31.3 | 17.2 | 14.1 | 9.4 | 14.3 | |
| Senior..... | 7.9 | 23.7 | 2.6 | 18.4 | 13.2 | 10.5 | | 26.5 | |
| 6-year..... | 6.1 | 21.2 | 3.0 | 21.2 | 12.1 | 9.1 | 3.0 | 24.1 | |
| 4-year..... | 6.7 | 20.2 | 3.4 | 13.5 | 15.7 | 9.0 | 5.6 | 16.8 | |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | 3.7 | 18.5 | 7.4 | 25.9 | 25.9 | 3.7 | 7.4 | 7.4 | 1.6 |
| 101 to 300..... | 12.5 | 18.8 | | 18.8 | 18.6 | 14.6 | 4.2 | 12.6 | |
| 301 to 750..... | 2.0 | 20.4 | 10.2 | 20.4 | 6.1 | 14.3 | 4.1 | 22.1 | |
| 751 to 2,000..... | 2.8 | 16.7 | 5.6 | 19.4 | 13.9 | 11.1 | 4.2 | 24.5 | |
| More than 2,000..... | 5.0 | 25.0 | | 25.0 | 20.0 | 5.0 | 5.0 | 15.0 | |
| All schools..... | 4.9 | 19.2 | 5.4 | 20.5 | 15.2 | 10.7 | 5.4 | 17.7 | 4 |

¹ A. Constitution required. B. Objectives must be stated in a constitution. C. Objectives must be available in written form. D. Objectives must be understood but not required in written form. E. Requirements vary with the different types of activities. F. Objectives must be understood but other requirements vary with the types of activities.

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TABLE 44.—Percentages of schools in different groups utilizing various methods of preparing programs of individual activities

| Groups* | Persons responsible for programs of individual activities † | | | | | | | | | | Not specified | Miscellaneous |
|-------------------------|---|------|-----|------|------|-----|-------|-------|---------|----|---------------|---------------|
| | A | B | C | D | A+B | B+C | A+B+C | A+B+D | A+B+C+D | | | |
| 1 | 3 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Geographical divisions: | | | | | | | | | | | | |
| New England..... | 18.2 | 22.7 | 2.5 | 9.1 | 27.3 | 4.6 | 4.6 | 5.0 | 2.5 | | 13.8 | |
| Middle Atlantic..... | 22.5 | 30.0 | 5.0 | 10.0 | 20.0 | 5.0 | 10.0 | 2.5 | 2.5 | | 2.5 | |
| Southern..... | 32.5 | 7.5 | 3.0 | 7.5 | 25.0 | | 5.5 | 4.4 | 1.1 | | 5.0 | |
| Middle Western..... | 22.0 | 12.1 | | 12.1 | 31.9 | 3.3 | 5.5 | 4.4 | 1.1 | | 4.4 | |
| Western..... | 19.4 | 16.1 | 3.2 | 3.2 | 9.7 | 6.5 | 6.5 | 6.5 | 6.5 | | 3.2 | |
| Types of organization: | | | | | | | | | | | | |
| Junior..... | 18.8 | 25.0 | | 7.8 | 18.8 | 4.7 | 4.7 | 3.1 | 3.1 | | 3.1 | |
| Senior..... | 23.7 | 7.9 | 5.3 | 13.2 | 29.0 | | 5.3 | 7.9 | 2.6 | | 5.2 | |
| 6-year..... | 15.2 | 24.2 | 3.0 | 12.1 | 33.3 | | 3.0 | 3.0 | | | 3.0 | |
| 4-year..... | 26.2 | 10.1 | 1.1 | 7.9 | 24.7 | 5.6 | 6.7 | 3.4 | 2.3 | | 6.7 | |
| Enrollment groups: | | | | | | | | | | | | |
| 100 and fewer..... | 44.4 | 22.2 | | 14.8 | 11.1 | | | | | | 3.7 | |
| 101 to 300..... | 25.0 | 20.8 | 2.1 | 6.3 | 25.0 | 2.1 | 4.2 | 2.1 | | | 12.6 | |
| 301 to 750..... | 20.4 | 14.3 | 2.2 | 10.2 | 22.5 | 2.0 | 2.0 | 6.1 | 2.0 | | 12.0 | |
| 751 to 2,000..... | 12.5 | 11.1 | 2.8 | 8.3 | 33.3 | 6.9 | 9.7 | 4.2 | 5.6 | | 4.2 | |
| More than 2,000..... | 25.0 | 15.0 | | 15.0 | 30.0 | 5.0 | 10.0 | | | | | |
| All schools..... | 23.2 | 16.1 | 1.8 | 9.4 | 25.0 | 3.6 | 5.4 | 4.0 | 2.2 | | 6.8 | |

† A. Program committee of members. B. Sponsors. C. Officers of individual activities. D. Executive committee of officers, sponsors, and members.

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20. RESPONSIBILITY FOR PREPARING THE PROGRAMS OF INDIVIDUAL ACTIVITIES

Good programs for the meetings of activities are not likely to be experienced unless some form of organization is established for the planning of programs. The data presented in Table 44 reveal considerable autonomy on the part of members in the preparation of programs. The program committees of members of the individual organizations are responsible for the preparation of activity programs in approximately a fourth of the schools. In a fifth of the schools the responsibility for programs is shared by the program committees with the sponsors, and in only a sixth are the sponsors solely responsible for the programs of activities sponsored.

Four groups of schools, namely, the Southern and Middle Western divisions, the senior high schools, and the schools with enrollments of 751-2,000, distinctly exceed the average of all the groups in the practices of placing the responsibility for activity programs either wholly or in part on committees of officers or members of individual organizations. The Middle Atlantic division is the only group that is distinctly below the average in the observance of the practice. The schools in the Western division, the 4-year high schools, and the schools enrolling from 301-750 and 751-2,000 pupils exhibit the greatest variation in the use of different practices in preparing the programs of individual activities.

21. TRAINING PUPIL OFFICERS OF NONATHLETIC ACTIVITIES

The value of office-holding in extracurriculum activities to the pupil and the benefit of successful administration of activities to the school are conditioned in part by the training provided by the school for pupil officers. If training is left to experience acquired in office holding and to indirect methods, the benefit to pupil and school may not be secured. The large majority of the schools do not undertake to give systematic training to officers of nonathletic organizations on the assumption of duties. (Table 45.) However, a few schools organize special classes for the training of officers, and a small group provide the major officers with printed instructions in outline form and explain the instructions to the officers. A small percentage of the schools require major

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officers of activities to pass through a period of training in minor offices or as assistants to major officers before becoming eligible to major offices. The method of combining two or more plans has been adopted by 10.7 per cent of the schools scattered through the different groups.

In supplementing the incidental training of officers of activities the schools in the western division have utilized the greatest number of types of direct training and the schools in the New England division the least of the different groups. The variation in the practices of the other groups in this respect is not great.

TABLE 45.—Percentages of schools in different groups providing various types of training for pupil officers of nonathletic activities

| Groups | Training required of pupil officers of activities ¹ | | | | | | | Not specified | Miscellaneous |
|-------------------------|--|-----|-----|-----|-----|------|-----|---------------|---------------|
| | A | B | C | D | A+B | A+C | A+D | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 81.8 | | 4.6 | | | | | 9.1 | 4.6 |
| Middle Atlantic..... | 85.0 | 2.5 | | 2.5 | | 2.5 | 5.0 | | 2.5 |
| Southern..... | 67.5 | 5.0 | 7.5 | | 2.5 | 2.5 | 5.0 | 5.0 | 5.0 |
| Middle Western..... | 72.5 | 3.3 | 4.4 | 3.3 | | 8.8 | 2.2 | 2.2 | 3.3 |
| Western..... | 61.3 | | 3.2 | 3.2 | 6.5 | 6.5 | 9.7 | 3.2 | 6.4 |
| Types of organization: | | | | | | | | | |
| Junior..... | 76.6 | 6.3 | 3.1 | | 1.6 | 3.1 | 1.6 | 4.7 | 3.2 |
| Senior..... | 71.1 | 2.6 | 7.9 | 2.6 | 2.6 | 5.3 | 5.3 | | 2.6 |
| 6-year..... | 66.7 | | 6.1 | 3.0 | | 6.1 | 6.1 | 6.1 | 6.0 |
| 4-year..... | 74.2 | 1.1 | 2.3 | 3.4 | 1.1 | 6.7 | 4.6 | 2.3 | 4.4 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | 70.4 | | 7.4 | 7.4 | | | 7.4 | 7.4 | |
| 101 to 300..... | 77.1 | | 4.2 | | | 4.2 | 8.3 | 4.2 | 2.1 |
| 301 to 750..... | 71.4 | 4.1 | 2.0 | 4.1 | 4.1 | 2.0 | | 6.1 | 6.1 |
| 751 to 2,000..... | 69.4 | 4.2 | 2.8 | 1.4 | 1.4 | 11.1 | 4.2 | | 5.6 |
| More than 2,000..... | 80.0 | 5.0 | 5.0 | | | 5.0 | | | 5.0 |
| All schools..... | 73.2 | 2.7 | 4.0 | 2.2 | 1.3 | 6.4 | 4.0 | 3.1 | 3.7 |

¹ A. Only incidental instruction through participation and attendance at meetings. B. Special classes for officers. C. Duties of officers printed in outline form and explained to major officers. D. Period of training as minor officer, or assistant to major officer.

II. ACTIVITIES ORGANIZED AS PART OF CURRICULUM WORK

Writers on extracurriculum activities have urged the establishment of a close relation between the work of the curriculum and the program of activities of a school in the hope that both might be enriched. The data presented in Table 46 show that only a small percentage of the schools organize nonathletic activities as curriculum work. The junior high schools, the schools with enrollments of 100 or

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fewer, and 301-750, and the schools in the Western division are distinctly below the average of the entire group in the observance of the practice. On the contrary the 6-year high schools, the schools of large enrollment (more than 2,000), and the schools in the Middle Western division are distinctly above the average. Seventy-three and seven-tenths per cent of the schools do not organize activities as curriculum work, and 10.3 per cent failed to specify their practice.

Of the schools organizing activities as part of the curriculum work all but one placed the school paper on this basis. A variety of other activities, such as the French club, Latin club, English club, debating club, home economics club, caterers' club, commercial club, typing club, stenographers' club, health club, foreign correspondence club, leaders' club, social service club, student government club, and chorus clubs were so organized in a few schools of the different groups. The dominance of practice is decidedly against the organization of nonathletic extracurriculum clubs as curriculum activities.

TABLE 46.—Percentages of schools in different groups having activities organized as curriculum work

| Groups | Activities organized as curriculum work | | | Groups | Activities organized as curriculum work | | |
|-------------------------|---|------|----------------|----------------------|---|------|----------------|
| | Yes | No | Not specifying | | Yes | No | Not specifying |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Geographical divisions: | | | | Enrollment groups: | | | |
| New England..... | 13.6 | 86.4 | | 100 and fewer..... | 7.4 | 81.5 | 11.1 |
| Middle Atlantic..... | 17.5 | 77.5 | 5.0 | 101 to 300..... | 20.8 | 72.9 | 6.3 |
| Southern..... | 10.0 | 72.5 | 17.5 | 301 to 750..... | 8.2 | 77.6 | 14.3 |
| Middle Western..... | 20.9 | 69.2 | 9.9 | 751 to 2,000..... | 18.1 | 75.0 | 6.9 |
| Western..... | 9.7 | 74.2 | 16.1 | More than 2,000..... | 25.0 | 60.0 | 15.0 |
| Types of organization: | | | | All schools..... | 16.1 | 73.7 | 10.3 |
| Junior..... | 6.3 | 78.1 | 15.6 | | | | |
| Senior..... | 18.4 | 79.0 | 2.6 | | | | |
| 6-year..... | 30.3 | 54.6 | 15.1 | | | | |
| 4-year..... | 16.9 | 75.3 | 7.9 | | | | |

23. SUMMARY

The practices discovered in the 224 selected secondary schools reported to have made innovating departures and

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significant progress in the organization and administration of nonathletic activities reveal many accomplishments as well as conditions which require further investigation and thoughtful consideration. The inquiry shows that certain practices may be considered characteristic of certain types of school organization and of schools of different enrollments. While marked variations in practices are observed among the schools in the different geographical divisions, no practice can be said to characterize the schools of a given division because of the operation of the factors of type of organization and school size.

The findings show that the number of activities supported by a selected secondary school is determined largely by enrollment, although the type of organization is a secondary influence. The junior high school grades apparently require a slightly larger ratio of number of activities to pupil enrollment than the senior high school grades, despite the fact that the percentage of pupils participating in activities is greater in the twelfth than in any of the other five secondary-school grades. Differences in administrative policies, a factor that is also influenced by type of school organization and enrollment, account for differences in practices, such as required and voluntary participation. In schools with required participation (about one-fifth) approximately 40 per cent more activities are supported per school than in schools with voluntary participation, although the median membership in activities is the same. However, the opportunities for selection are greater in schools with required participation as the ratio of activities to enrollment is 30 per cent greater than in the schools which do not require participation.

Regulation of participation is attempted in approximately three-fourths of the schools. The methods vary widely, some schools restricting on the basis of number, administrative regulation, scholarship standing, arrangement of the schedule, and the like. Other practices, such as the time of organizing activities, admission of new members, the school officials responsible for the organization of new activities, award of credit of different kinds for participation, guidance of pupils in the selection of activities, functionaries responsible

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for the regulation of activities, methods of providing for the expenses of activities and the administration of funds, selection and recognition of sponsors, policies with respect to meetings of activities, restrictions on membership participation, organization, program making, and the training of pupil officers of activities, reveal marked variations. As a result generalization regarding best practices is virtually impossible. Only frequencies of practices can be considered and probable tendencies determined. However, other criteria than frequency should be applied before any given practice in the organization and administration of activities is accepted by any school.

The data submitted afford a basis for comparison of practices in any given secondary school with selected schools of similar organization, size, or regional location.

CHAPTER III : NONATHLETIC ACTIVITIES IN SCHOOLS STUDIED INTENSIVELY .

1. TYPES OF ACTIVITIES

Schools selected for intensive study of individual activities.—The treatment thus far has dealt with the organization and administration of the general school program of nonathletic extracurriculum activities in 224 selected schools with innovating practices. This chapter considers the policies, practices, and problems in the administration of individual nonathletic clubs and organizations. Information concerning individual organizations was secured through personal visits to a group of selected secondary schools, and through the use of a check list addressed to the sponsors of clubs in these schools. Twenty-four schools were visited. The schools were selected primarily on the basis of information secured from the 224 replies to the inquiry considered in the foregoing chapter, the choice being on the basis of outstanding practices and procedures in the organization and administration of individual activities as disclosed by that inquiry.

Nature and sources of data.—The group of schools visited ranged in enrollment from 399 to 4,638 pupils, the median being approximately 1,250. Nine of the schools were junior high schools; 2, senior high schools; 9, 4-year schools, and the remaining 4, 6-year high schools. The schools were located in the Middle Western and Middle Atlantic geographical divisions.

At the time of visitation personal interviews were held with the principal of the school and with the faculty member or other school officer in charge of the program of extracurriculum activities. As many as possible of the sponsors of individual clubs were interviewed, and a large number of clubs were visited in actual operation.

In order to record definitive information concerning the operation of the clubs and activities a check list was employed on which the sponsors of the organizations indicated the practices and policies followed in directing the work of their clubs. The items in this check list covered the following

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eight divisions: (1) general information concerning the length of life of the club and the relation of the club to regular subjects or curriculums; (2) the purposes of the organization; (3) membership; (4) the nature of the regular and special meetings and programs; (5) officers; (6) finances; (7) specific information concerning the position of the sponsor; and (8) the nature and extent of participation of the club members in nonathletic interscholastic contests, tournaments, and meets.

A total of 606 responses to this check list was received. The treatment, therefore, deals with the practices and policies followed in the actual operation of a group of more than 600 extracurriculum organizations in 24 selected secondary schools.

Classification of activities.—For purposes of comparison the clubs represented in the study have been classified according to seven categories. Little agreement is found among authorities in regard to categories for classifying and grouping extracurriculum activities. For example, Millard¹ employed the following categories: (1) Organizations in which all pupils of the school are included, such as home-room and class organizations, athletic associations, and any other organization in which membership is offered to or required of all pupils. (2) Academic or departmental clubs, that is, those organizations which grow from the curriculum program, such as literary societies, debating, musical, and athletic activities. (3) School government organizations. (4) Clubs. This group includes organizations which are closely related to departmental activities but which may include special interest or hobby clubs. (5) Assembly programs and activities. (6) Cooperative organizations, such as Boy Scouts, Girl Reserves, Campfire Girls, Hi-Y, etc. (7) Social activities, such as parties and dances. (8) Entertainments by classes and by special groups, such as plays, concerts, and lyceum courses. (9) Honorary organizations, such as honorary societies and letter clubs, in which membership is restricted to those meeting certain requirements.

Koos² classified 848 clubs and activities mentioned in professional literature in the following manner: (1) literary;

¹ Millard, Cecil V. *The Organization and Administration of Extracurricular Activities*, New York, A. S. Barnes & Co., 1930. p. 8.

² Koos, Leonard V. *Analysis of the General Literature on Extracurricular Activities*. Twenty-fifth Yearbook, National Society for the Study of Education, Part II, 1926. pp. 19-20.

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(2) forensic and declamatory; (3) journalistic; (4) dramatic; (5) foreign language; (6) historical; (7) geographical; (8) mathematical; (9) scientific; (10) musical; (11) arts and crafts; (12) industrial; (13) home economics; (14) commercial; (15) physical and athletic; (16) civic-social-moral; (17) miscellaneous. It will be seen that the largest number of these groups are related to the fields of study in the regular high-school curriculum. An examination of the clubs included in these groups shows that many of them are conducted for pupils having special interests. For example, under the geographical group are included not only the clubs conducted for the purpose of furthering the study of geography but also the stamp club, travel club, and other similar organizations—clubs which appeal to a special interest of pupils and which, if conducted wisely, may indirectly enrich the interests and information of pupils in subjects in the regular school curriculum.

Terry³ reports a classification different from either of the foregoing. His categories are: (1) student government and school service activities; (2) scholarship and honorary societies; (3) publications; (4) major voluntary organizations, such as athletic, dramatic, musical, and forensic organizations; and (5) clubs. The last group is composed of three types of activities: (a) departmental and special interest clubs, (b) guidance clubs, outdoor activities, pleasure clubs, social service and social manners clubs, and miscellaneous groups; and (c) outside agency clubs, such as the Hi-Y, Boy Scouts, Girl Reserves, etc.

Other classifications have been employed by Dement,⁴ Deam and Bear,⁵ Jordan,⁶ a committee of the North Central Association,⁷ and Borgeson.⁸

³ Terry, Paul W. *Supervising Extracurricular Activities*. New York, McGraw-Hill Book Co., 1930. p. 147.

⁴ Dement, A. I. *Values in Extracurricular Organizations in the High School*. *School Review*, 32: 40-48, January, 1924.

⁵ Deam, T. M., and Bear, O. M. *Socializing the Pupil through Extracurricular Activities*. Chicago, Benjamin H. Sanborn Co., 1928. p. 6.

⁶ Jordan, R. H. *Extraclassroom Activities in Elementary and Secondary Schools*. New York, Thos. Y. Crowell Co., 1928. pp. 13-19.

⁷ Report of the Subcommittee on Extracurricular Activities. *North Central Association Quarterly*, 3: 544-546, March, 1929.

⁸ Borgeson, F. C. *Group-Interest Activities*. New York, A. S. Barnes & Co., 1931. Vols. I, II, pp. xi-xii; xi-xii.

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The tendency in the classification of extracurriculum activities seems to be toward a functional grouping; that is, clubs and organizations are grouped according to the purposes or the functions for which they have been established. It is often impossible in any method of classification to allocate all clubs on a single basis. In this study two bases have been used in grouping the activities; first, the extracurriculum activities have been classified according to their purposes as stated in the constitutions or as indicated by the sponsors; second, the clubs have been grouped according to their relation to the regular curriculum. The following seven categories were set up on the basis of an analysis of the constitutions and programs of the clubs included in this study.

Group I. Student government, school service, and honorary organizations.—These organizations have been grouped according to their purposes and the services which they perform to the school as an entire unit and not to smaller groups of pupils.

Group II. Social, moral, leadership, and guidance clubs.—Clubs and activities organized and conducted primarily for the purpose of developing desirable characteristics of personality, social manners and usages, moral attitudes, and leadership qualities in their members are included in this group.

Group III. Departmental clubs.—Organizations whose primary purpose is that of supplementing or extending the work of specific courses in the regular curriculum, or those that are organized in such a manner that the activities participated in by their members are related in a definite manner to a specific course in the regular curriculum constitute this group.

Group IV. Publications and journalistic organizations.—This group includes those organizations conducted for the purpose of publishing school papers, magazines, and annuals as well as those the purpose of which is training in journalistic work.

Group V. Dramatic clubs, literary societies, and forensic activities.—This group includes those organizations conducted primarily for the purpose of developing abilities and skills in

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their members in three distinct lines of activity, namely, drama, literary writing, and public speaking.

Group VI. Musical organizations.—This group includes all the instrumental and vocal organizations conducted for the purpose of training high-school pupils in musical skills and abilities. A few organizations whose activities are musical, such as the banjo, harmonica, and ukelele clubs, are not included in this category because, according to the purposes appearing in the constitutions or as indicated by the sponsors, these clubs are conducted primarily for the purpose of recreation and entertainment on the part of their members and only incidentally for the improvement and development of musical skills and abilities.

Group VII. Special-interest clubs.—These activities are sometimes designated as avocational or hobby clubs. They are organized and conducted for the purpose of providing their members with desirable means of utilizing leisure time under school sponsorship and guidance. To achieve this purpose special interests or hobbies are encouraged in their members and are used as the center around which clubs and activities are organized. Some of these interests are related to the work of a particular subject or field of study in the regular high-school curriculum. However, the primary purpose of the organizations as stated in the constitutions and by the sponsors is not to extend the work of the regular classroom, but to use the interests and appreciations aroused in the regular classroom only as a means of developing desirable ways of utilizing leisure time and of furnishing desirable sources of recreation and entertainment for the members.

The names of the clubs included in this study and the number of schools reporting each club are listed by groups as follows:

GROUP I

| <i>Name of activity</i> | <i>Number</i> | <i>Name of activity</i> | <i>Number</i> |
|---------------------------------------|---------------|--|---------------|
| Student Government and School Service | | Student Government and School Service—Contd. | |
| Student Council..... | 7 | Junior Red Cross..... | 2 |
| Library Squad..... | 6 | Americanization..... | 1 |
| Safety Patrol..... | 5 | Big Sisters..... | 1 |
| Service Club..... | 4 | Boys' Service..... | 1 |
| Boosters Club..... | 3 | Boys' Court..... | 1 |

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GROUP I—Continued

| <i>Name of activity</i> | <i>Number</i> | <i>Name of activity</i> | <i>Number</i> |
|--|---------------|--|---------------|
| Student Government and School Service—Contd. | | Student Government and School Service—Contd. | |
| Cafeteria Squad..... | 1 | Traffic Squad..... | 1 |
| Citizenship..... | 1 | Tri-Ship (service, scholarship, etc.)..... | 1 |
| Girls' Activity..... | 1 | Valerian (ushers)..... | 1 |
| Girls' Court..... | 1 | Visual Aids (service)..... | 1 |
| Home-room Club..... | 1 | Honorary..... | |
| Hostess (service)..... | 1 | National Honorary Society..... | 2 |
| Inter-Club Council..... | 1 | Astral Club..... | 1 |
| Junior Chamber of Commerce..... | 1 | Honorary Society..... | 1 |
| Pep Club..... | 1 | O. E. O..... | 1 |
| Sanitation Squad..... | 1 | | |
| School Bank..... | 1 | Total..... | 51 |

GROUP II

| <i>Name of activity</i> | <i>Number</i> | <i>Name of activity</i> | <i>Number</i> |
|--|---------------|-----------------------------|---------------|
| Moral Clubs | | Leadership Organizations | |
| Girl Reserves..... | 15 | Leaders' Club..... | 7 |
| Hi-Y..... | 9 | Girls' Leaders..... | 3 |
| Camp Fire Girls..... | 3 | Cheer Leaders..... | 1 |
| Boy Scouts..... | 3 | Referees..... | 1 |
| Girl Scouts..... | 1 | Guidance Clubs | |
| Humane Club..... | 1 | Boys' Orientation Club..... | 1 |
| Lawrence Club..... | 1 | Psychology..... | 1 |
| Roosevelt Club..... | 1 | Know-Yourself Club..... | 1 |
| Social Clubs | | Get-Rich-Quick Club..... | 1 |
| Girls' Social..... | 6 | College..... | 1 |
| Social Club..... | 4 | Know-Your-City Club..... | 1 |
| Hostess (girls' social) not a school service club..... | 2 | Total..... | 66 |
| Charm and Culture..... | 1 | | |
| Social Dancing Club..... | 1 | | |

GROUP III

| <i>Name of activity</i> | <i>Number</i> | <i>Name of activity</i> | <i>Number</i> |
|--------------------------|---------------|---------------------------------|---------------|
| English Department Clubs | | Social Studies Department Clubs | |
| Book Club..... | 1 | History..... | 4 |
| Book Lovers..... | 1 | Ancient History..... | 1 |
| English Club..... | 1 | Current History..... | 1 |
| Literature..... | 1 | Current Events..... | 1 |
| Pentong..... | 1 | Fore-Bears..... | 1 |
| Reading..... | 1 | Social Science Club..... | 1 |
| Story Hour..... | 1 | | |
| Writing..... | 1 | | |

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GROUP III—Continued

| Name of activity | Number | Name of activity | Number |
|------------------------------------|--------|--|--------|
| Science Department Clubs | | Industrial Arts Department Clubs | |
| Science Clubs..... | 10 | Metal Clubs..... | 3 |
| Biology..... | 2 | Architectural Club..... | 2 |
| Botany..... | 2 | Electrical..... | 1 |
| Chemistry..... | 2 | Engineers..... | 1 |
| Chemistry-Physics Club..... | 1 | Founders Club..... | 1 |
| Geology..... | 1 | Industrial Arts Club..... | 1 |
| Geography..... | 1 | Junior Engineers..... | 1 |
| Microscope..... | 1 | Manual Arts Club (girls)..... | 1 |
| Nature-Science Club..... | 1 | Sheet Metal Club..... | 1 |
| Naturalists..... | 1 | Square and Calipers..... | 1 |
| Zoology..... | 1 | Toy Construction Club..... | 1 |
| Mathematics Department Clubs | | Household Arts Department Clubs | |
| Mathematics Club..... | 5 | Home Economics Club..... | 9 |
| Mathematics Wrinkles Club..... | 1 | Betsy Ross Club..... | 1 |
| Newton Club..... | 1 | Boys Cooking..... | 1 |
| Foreign Languages Department Clubs | | Fannie Merritt Farmer..... | 1 |
| French..... | 14 | Sewing Club..... | 1 |
| German..... | 12 | Fine Arts Department Clubs | |
| Latin..... | 9 | Art Club..... | 12 |
| Spanish..... | 6 | Drawing Club..... | 1 |
| Beginning German Club..... | 1 | Palette Club..... | 1 |
| Italian Club..... | 1 | Poster..... | 1 |
| General Language Club..... | 1 | Marionette..... | 1 |
| Commercial Department Clubs | | Arts and Crafts Club..... | 1 |
| Typing Club..... | 5 | Miscellaneous Departmental Clubs | |
| Commercial Club..... | 4 | Brooks (Religious education)..... | 1 |
| Accountancy Club..... | 1 | Spelling (Commercial and English departments)..... | 1 |
| Busy "B" Bookkeeping Club..... | 1 | Science and Art (Drawing and general science)..... | 1 |
| Junior Typing..... | 1 | Total..... | 153 |
| Salesmanship Club..... | 1 | | |
| Secretaries' Club..... | 1 | | |
| Stenography..... | 1 | | |

GROUP IV

| Name of Activity | Number | Name of activity | Number |
|--|--------|--------------------------------------|--------|
| Publications Clubs | | Publications Clubs—Contd. | |
| Journalism Club..... | 5 | Weekly Papers (names not given)..... | 7 |
| Press Club..... | 3 | Bi-weekly Papers..... | 3 |
| Advertising Club..... | 1 | Monthly Publications..... | 2 |
| Quill and Scroll Club..... | 1 | Daily Papers..... | 2 |
| Reporters Club..... | 1 | Total..... | 33 |
| Annual School Publication (names not given)..... | 8 | | |

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GROUP V

| Name of Activity | Number | Name of activity | Number |
|--|--------|------------------------------------|-----------|
| Dramatic Organizations | | Literary Organizations—Con. | |
| Dramatic Club..... | 15 | Junior Quill Club..... | 1 |
| Masquers Club..... | 3 | Junior Readers..... | 1 |
| Little Theater..... | 2 | Tattlers..... | 1 |
| Play-Crafters..... | 2 | Young Writers..... | 1 |
| Sock and Buskin..... | 2 | Debating Societies | |
| Speech Club..... | 2 | Debate Club..... | 5 |
| Boys Theater Club..... | 1 | Debating Society..... | 2 |
| Stagecraft Club..... | 1 | Forum..... | 2 |
| Tappan Players..... | 1 | Athena Debating Society..... | 1 |
| Thalis..... | 1 | Atheneum..... | 1 |
| One-Act-Play-Study..... | 1 | Burke Debating Society..... | 1 |
| Literary Organizations (see note) | | Lincoln Debating Society..... | 1 |
| Scribblers..... | 4 | Parnassian Debating Club..... | 1 |
| Creative Writing..... | 2 | Public Speaking Club..... | 1 |
| Book Worms..... | 1 | Total..... | 57 |

GROUP VI

| Name of Activity | Number | Name of activity | Number |
|---|--------|--|-----------|
| Vocal Music Organizations | | Instrumental Music Organizations—Continued. | |
| Girls' Glee Club..... | 9 | Senior Orchestra..... | 3 |
| Music Club..... | 5 | Junior Orchestra..... | 2 |
| Boys' Glee Club..... | 5 | Boys' Band..... | 1 |
| Glee Club..... | 4 | Drum Club..... | 1 |
| Junior Girls' Glee Club..... | 3 | Drum Corps..... | 1 |
| Choral Club..... | 2 | Dance Orchestra..... | 1 |
| Junior Boys' Glee Club..... | 2 | Ensemble Club (school orchestra)..... | 1 |
| Opera Club..... | 2 | Girls' Band..... | 1 |
| Jubilee Singers..... | 1 | Music Club (orchestra)..... | 1 |
| Special Chorus..... | 1 | Piano Club..... | 1 |
| Instrumental Music Organizations | | Total..... | 66 |
| Orchestra..... | 10 | | |
| Band..... | 9 | | |

GROUP VII

| Name of activity | Number | Name of activity | Number |
|-------------------------------|--------|------------------------------------|--------|
| Special-Interest Clubs | | Special-Interest Clubs—Con. | |
| Stamp..... | 8 | Airplane..... | 4 |
| Archery..... | 6 | Aviation..... | 4 |
| Game..... | 5 | Camera..... | 4 |
| Model Airplane..... | 5 | Checker..... | 4 |
| Radio..... | 5 | Girls' Athletic..... | 4 |
| Travel..... | 5 | Harmonica..... | 4 |

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GROUP VII—Continued

| <i>Name of activity</i> | <i>Number</i> | <i>Name of activity</i> | <i>Number</i> |
|-----------------------------|---------------|-----------------------------|---------------|
| Special-Interest Clubs—Con. | | Special-Interest Clubs—Con. | |
| Tumbling..... | 4 | Electrical..... | 1 |
| Boys' Cooking..... | 3 | Fancy Cooking..... | 1 |
| Chess..... | 3 | Fancy Sewing..... | 1 |
| Embroidery..... | 3 | Fencing..... | 1 |
| Handicraft..... | 3 | Five Hundred..... | 1 |
| Nature..... | 3 | Football..... | 1 |
| Bachelors..... | 2 | Games and Puzzles..... | 1 |
| Basketry..... | 2 | General Arts..... | 1 |
| Bird..... | 2 | Girls' Camera..... | 1 |
| Boat..... | 2 | Girls' Golf..... | 1 |
| Boys' Athletic..... | 2 | Girls' Tennis..... | 1 |
| Dancing..... | 2 | Glider..... | 1 |
| First Aid..... | 2 | Golf..... | 1 |
| Fun..... | 2 | Gymnastic..... | 1 |
| Garden..... | 2 | Health..... | 1 |
| Model Yacht..... | 2 | Here and There..... | 1 |
| Needle Kraft..... | 2 | Hooked Rug..... | 1 |
| Outdoor..... | 2 | Knick-Knack..... | 1 |
| Recreation..... | 2 | Kodak..... | 1 |
| Rifle..... | 2 | Leathercraft..... | 1 |
| Story Hour..... | 2 | Magic Lantern..... | 1 |
| Ukelele..... | 2 | Marionette..... | 1 |
| Aeronautics..... | 1 | Metal..... | 1 |
| Arts and Crafts..... | 1 | Model Boat..... | 1 |
| Athletics..... | 1 | Model Coach..... | 1 |
| Audubon..... | 1 | Museum..... | 1 |
| Bag and Purse..... | 1 | New Inventions..... | 1 |
| Beavers..... | 1 | Ornithology..... | 1 |
| Book..... | 1 | Paddle Tennis..... | 1 |
| Book Adventure..... | 1 | Photo Tinting..... | 1 |
| Book Lovers..... | 1 | Printing..... | 1 |
| Books and Magazines..... | 1 | Puzzle..... | 1 |
| Boys' Camera..... | 1 | Quilting..... | 1 |
| Boys' Dancing..... | 1 | Raffia..... | 1 |
| Banjo..... | 1 | Rug Making..... | 1 |
| Camp Cooking..... | 1 | Santa Claus..... | 1 |
| Candy..... | 1 | Scout Craft..... | 1 |
| Cartoon..... | 1 | Scrapbook..... | 1 |
| Chess and Checker..... | 1 | Sketching..... | 1 |
| Coin..... | 1 | Soap Sculpture..... | 1 |
| Collections..... | 1 | Spelling Bee..... | 1 |
| Craft..... | 1 | Tap Dancing..... | 1 |
| Current Literature..... | 1 | Tennis..... | 1 |
| Dennison..... | 1 | Terpsichorean..... | 1 |
| Ducky (swimming)..... | 1 | Track..... | 1 |

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GROUP VII—Continued

| Name of activity | Number | Name of activity | Number |
|-----------------------------|--------|-----------------------------|--------|
| Special-Interest Clubs—Con. | | Special-Interest Clubs—Con. | |
| Woodcraft..... | 1 | Yacht..... | 1 |
| Wood Turning..... | 1 | Total..... | 180 |

NOTE: The names of some of these clubs may be misleading. In all the clubs listed here the purpose is, primarily, that of giving the members an opportunity to write original stories, poems, and other forms of literature, and to read and discuss their compositions before the entire group.

Distribution of clubs.—The percentage distribution of the clubs included in the study according to the seven types, or groups, is shown in Table 47. Nearly 30 per cent of all the clubs are found in Group VII, the special-interest group. These activities represent the hobbies or special interests of the pupils which are used as the centers around which organizations are formed. The purposes are to provide pupil participation under school guidance and sponsorship for the development of desirable means of utilizing leisure time and for sup-

TABLE 47.—Percentages of nonathletic activities in 24 secondary schools found in each of seven groups

| School | Groups | | | | | | | Total (606) ¹ |
|-------------|--------|-------|------|-------|-------|-------|------|-----------------------------|
| | I | II | III | IV | V | VI | VII | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1..... | 7.7 | 7.7 | 24.4 | 5.1 | 2.6 | 5.1 | 47.7 | 78 |
| 2..... | 25.0 | 3.6 | 21.4 | ..... | 3.6 | 14.3 | 32.1 | 28 |
| 3..... | 25.0 | 15.0 | 20.0 | 5.0 | ..... | 10.0 | 25.0 | 20 |
| 4..... | 8.6 | 11.4 | 11.4 | 2.9 | 5.7 | 5.7 | 54.3 | 35 |
| 5..... | 7.4 | ..... | 3.7 | 3.7 | 7.4 | 11.1 | 66.7 | 27 |
| 6..... | ..... | 8.3 | 66.7 | ..... | 8.3 | ..... | 16.7 | 12 |
| 7..... | 8.0 | 24.0 | 20.0 | 4.0 | 16.0 | 16.0 | 12.0 | 25 |
| 8..... | 2.4 | 14.6 | 17.1 | 4.9 | 7.3 | 4.9 | 48.8 | 41 |
| 9..... | ..... | 25.0 | 25.0 | ..... | 12.5 | 4.2 | 33.3 | 24 |
| 10..... | 4.6 | 18.2 | 9.1 | 9.1 | 4.6 | 31.8 | 22.7 | 22 |
| 11..... | 7.1 | 28.6 | 14.3 | 14.3 | 21.4 | 7.1 | 7.1 | 14 |
| 12..... | 7.4 | 14.8 | 14.8 | 11.1 | 11.1 | 22.2 | 18.5 | 27 |
| 13..... | 13.0 | 13.0 | 43.5 | 4.4 | 8.7 | 8.7 | 8.7 | 23 |
| 14..... | 8.0 | 4.0 | 24.0 | 8.0 | 12.0 | 20.0 | 24.0 | 25 |
| 15..... | ..... | 3.7 | 48.2 | ..... | 25.9 | 3.7 | 18.5 | 27 |
| 16..... | 16.7 | 16.7 | 27.8 | 5.6 | ..... | 16.7 | 16.7 | 18 |
| 17..... | 13.6 | 18.2 | 22.7 | 9.1 | 13.6 | 9.1 | 13.6 | 22 |
| 18..... | 7.7 | ..... | 53.9 | ..... | 7.7 | 15.4 | 15.4 | 13 |
| 19..... | 4.4 | 8.7 | 34.8 | 13.0 | 8.7 | 21.7 | 8.7 | 23 |
| 20..... | 5.9 | ..... | 35.3 | 11.8 | 23.5 | 17.7 | 5.9 | 17 |
| 21..... | 6.7 | 6.7 | 26.7 | 6.7 | 20.0 | 26.7 | 6.7 | 15 |
| 22..... | 4.6 | 4.6 | 18.2 | ..... | 18.2 | 4.6 | 50.0 | 22 |
| 23..... | 9.1 | 12.1 | 42.4 | 9.1 | 6.1 | 6.1 | 15.2 | 33 |
| 24..... | 13.3 | 6.7 | 20.0 | 6.7 | 6.7 | ..... | 46.7 | 15 |
| Median..... | 8.4 | 10.9 | 25.2 | 5.4 | 9.4 | 10.9 | 29.7 | |

¹ Total number of organizations represented.

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plying profitable sources of recreation. A fourth of the clubs are departmental organizations, slightly more than a tenth are musical activities, and an equal proportion are found in the group designed to develop in the pupils desirable social usages, leadership qualities, moral attitudes, and personality characteristics.

Although it is not the purpose of the investigation to compare schools, interesting variations may be noted from an examination of the table. For example, about a fifteenth of the clubs in the program of extracurriculum activities in School 21 and two-thirds of the clubs in School 4 are in Group VII, while only approximately a seventeenth of the clubs in School 20 are of this type. More than a fourth of all the clubs in School 11 are found in Group II, while three schools report no clubs of this type. If the median practices revealed in Table 47 are followed in an individual school, its program of extracurriculum activities would include all types of activities, the clubs of Groups III and VII together forming from one-half to three-fifths of the entire program, and the clubs of the other groups being represented in about equal proportions.

Life of clubs.—The average length of life of the clubs included in the investigation is approximately 5 years, or 2.1 years less than in the four schools analyzed for a period of years in Chapter I. The difference may be largely accounted for by the fact that many of the organizations represented in the materials of Chapter I had been discontinued by the time of carrying on the investigation, whereas all the activities represented in the present investigation were in operation at the time of inquiry. Data are presented in Table 48 which show the relative length of life of the clubs in the seven groups of the present study. Two groups of activities surpass the average for the entire group, namely, Group IV, publications, and Group VI, musical activities. The first group has an average of nearly 7½ years, while the second group has an average of more than 6 years. These organizations apparently are founded on interests that are more enduring than those in the other groups. The activities in Group VII, special-interest activities, have the shortest length of life—less than 2½ years. Because the pupils' in-

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terests, sometimes transient, are the nuclei for the organization of these activities it is natural to expect that if the extracurriculum clubs were responding adequately to the interests of high-school pupils these activities would be less permanent in organization than the other groups.

TABLE 48.—Percentages of clubs reporting various periods of life in years, and average length of life of clubs by groups

| Years | Club groups | | | | | | | Total |
|---------------------------------|-------------|------|------|------|------|------|------|-------|
| | I | II | III | IV | V | VI | VII | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Information not furnished | 9.8 | 9.1 | 13.1 | 6.1 | 8.8 | 25.8 | 6.1 | 10.9 |
| 1-5 | 66.5 | 69.7 | 63.4 | 51.5 | 59.7 | 45.4 | 86.1 | 68.1 |
| 6-10 | 21.6 | 7.6 | 15.0 | 18.2 | 19.3 | 13.7 | 6.0 | 12.2 |
| 11-15 | 2.0 | 4.5 | 5.2 | 6.0 | 5.3 | 6.0 | 2.3 | 4.1 |
| 16-20 | | 3.0 | 1.3 | 9.1 | | 7.6 | | 2.1 |
| More than 20 | | 6.1 | 2.0 | 9.1 | 7.0 | 1.5 | | 2.5 |
| Average length of life in years | 4.1 | 4.9 | 4.6 | 7.7 | 5.3 | 6.2 | 2.4 | 4.7 |

Relation of club to regular curriculum.—Four relations between the extracurriculum activities and the regular school program of studies were found. First, clubs are organized as required phases of the work in a class or subject in the regular curriculum. Participation in these activities is required of all pupils regularly enrolled in the class or subject. For example, work on school publications is sometimes organized as a required part of the work in the course in journalism, or in some particular English class.

Second, activities and clubs are informally and indirectly related to the work of classes or subjects in the regular curriculum. Frequently departmental clubs are regarded in this manner. Although the work of these clubs may be closely related to the work of classes or subjects of the regular curriculum, participation in the clubs is not compulsory for pupils who are enrolled in the related classes or subjects.

A third relation between the extracurriculum clubs and the regular curriculum is that of clubs being conducted entirely independently of the regular curriculum. This is virtually an absence of relationship. The avocational clubs in Group VII practically always are so organized, as are many of the other types of activities.

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The fourth relation is that of clubs and activities conducted as regular classes in the school program. These activities meet regularly as do other classes, and pupils receive credit for participation in the activities just as they receive credit for participation in physical education, art, and other special classes. Strictly speaking, these activities are not extracurriculum organizations. They are a part of the regular school program of studies. A large portion of the musical activities have in this manner found their way into the regular school curriculum. Some of the publication organizations also have been included in the school program in the form of classes in journalism. In this study none of the clubs outside these two groups bore this relationship to the curriculum.

It was found that nearly two-thirds of all the clubs were organized under the third relationship, that is, the activities were organized and conducted in complete independence of the regular curriculum. In these cases participation is usually voluntary on the part of the members and is open to all pupils regardless of the subjects or classes in which the pupils are enrolled. The activities and programs conducted by the clubs are only incidentally connected with the regular curriculum. More than a fourth of the clubs were definitely related to the work of the regular school program, three-fourths of all the departmental clubs having this relationship. Slightly more than 1 per cent of the clubs were conducted as required phases of a specific class or subject within the regular school program.

Credit for participation.—Credit for participation in extracurriculum activities was granted in relatively few cases. The percentage of clubs in the various groups in which credit was granted and the percentage in which credit was not granted are shown in Figure 9. It is seen from this figure that the music and publication activities show marked variations from the other groups of activities in this respect. A few sponsors of activities in Groups II and III failed to specify their practices.

In a few cases it was found that a form of credit was granted for participation in extracurriculum activities which appears as points or ratings in citizenship, effort, conduct,

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and other forms of social behavior in the school community. The practice is not, however, widely followed.

Constitutions.—Fewer than 30 per cent of the clubs in this study have adopted formal constitutions for the guidance of their organizations, and only a little more than three-fourths of these clubs were able to submit copies of their constitutions. It appears from the data that the majority of extra-curriculum activities in these high schools are being organized and conducted in an informal manner. The practices of the various groups of clubs as well as for the entire group of

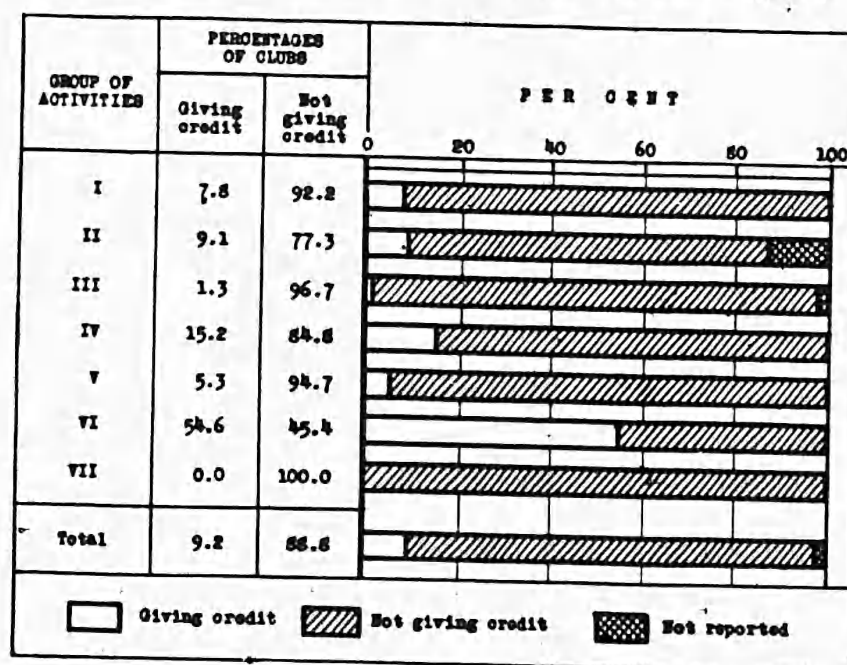


FIGURE 9.—Percentages of clubs, by groups of activities, which do and do not grant credit for participation in extracurriculum activities

activities are presented in Figure 10. It should be noted that only 1 per cent of the sponsors failed to specify their practices, a fact which accounts for the failure of the percentages for Groups I, II, and III to total 100.

2. PURPOSES OF EXTRACURRICULUM ACTIVITIES

Source of information.—Data concerning the purposes, aims, and objectives of extracurriculum activities were secured from (a) the club constitutions; (b) written statements concerning the purposes of the clubs which the sponsors were

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asked to submit if constitutions were not available; and (c) information indicated directly on the check list if neither constitutions nor written statements were submitted by sponsors. Information was secured through the third source in about one-half of the clubs, while the first and second sources were used in the remaining cases.

Purposes of the activities.—Twenty-six specific aims, objectives, or purposes of extracurriculum activities were found through an analysis of the information secured. These pur-

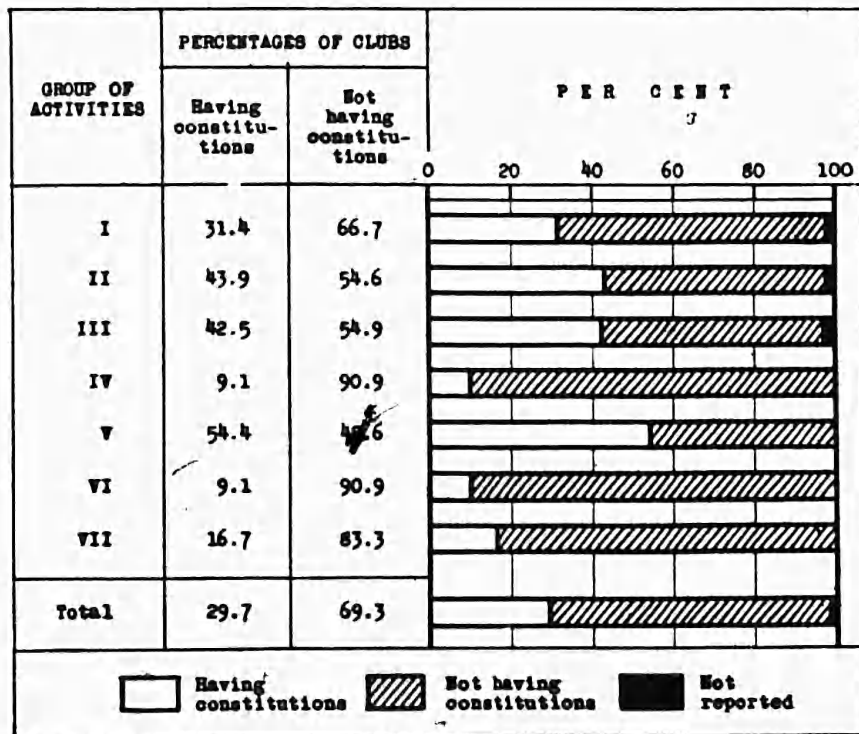


FIGURE 10.—Percentages of clubs that have and do not have constitutions

poses, and the percentage of clubs claiming each purpose, are shown in Table 49.

It will be seen from the table that only three purposes are mentioned to any extent by the sponsors of all the clubs. "Extending interests already aroused in specific activities" is indicated as a purpose of clubs in a little more than half the cases. More than a third of the sponsors considered the purpose of their clubs as that of "arousing interest on the part of pupils in specific types of activities"; almost an

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equal number indicated that "providing desirable means of utilizing leisure time under the direction of the school" was another purpose of their clubs.

TABLE 49.—Purposes of 606 extracurriculum activities and percentage of clubs claiming each purpose

| Purpose | Per cent |
|---|----------|
| Extend pupils' interests in specific activities, the interests already having been aroused..... | 53.5 |
| Arouse pupils' interests in specific activities..... | 36.5 |
| Provide desirable means of utilizing leisure time under school direction..... | 35.6 |
| Develop abilities and skills in specific activities..... | 12.7 |
| Furnish instruction and information in specific fields of activity or study..... | 10.6 |
| Offer training in social usages, manners, etc..... | 7.1 |
| Perform a specific service to school..... | 6.8 |
| Offer training in desirable moral habits, and develop desirable character traits..... | 6.1 |
| Develop leadership qualities..... | 5.1 |
| Extend and supplement the work of the classroom..... | 4.1 |
| Develop friendships among the members, and a general spirit of friendliness in school..... | 3.5 |
| Encourage high scholarship..... | 3.3 |
| Provide an opportunity for vocational and educational exploration..... | 3.0 |
| Furnish a desirable source of recreation and entertainment for members..... | 2.1 |
| Furnish contacts between community and school..... | 2.1 |
| Develop desirable health habits..... | 2.0 |
| Develop responsibility for the government of the school..... | 1.8 |
| Furnish an opportunity for self-expression..... | 1.8 |
| Develop desirable citizenship qualities and traits..... | 1.3 |
| Develop desirable personality traits (poise, self-confidence, etc.)..... | 1.1 |
| Furnish assembly programs for school..... | 1.1 |
| Provide an opportunity for production of original creative work..... | 1.0 |
| Develop desirable attitudes in regard to sportsmanship..... | 0.8 |
| Develop responsibility for the management of the program of extracurriculum activities for the entire school..... | 0.7 |
| Furnish training in parliamentary law..... | 0.3 |
| Provide a practice period for those pupils who participate in interscholastic tournaments and meets..... | 0.3 |

Extracurriculum activities usually have more than one objective. On the average, the sponsors of the clubs in the study checked 2.1 purposes for each club. Because of the fact, first, that an average of two objectives per club has been

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indicated, and second, that no objective has been checked by a large number of sponsors (and only one by at least half of the sponsors), it is apparent that the aims and purposes of extracurriculum activities, even in outstanding schools, very often are not clearly defined. This tendency was substantiated by interviews and observations at the time of personal visits to the schools. In conference with the sponsors and administrative officers of the schools, and in observing the manner in which clubs were directed, it was evident that clear ideas of the purposes both of the individual clubs and also of the entire school programs of activities were lacking in some cases. An organization in one school was directed for "... all in the House of Youth who have the eyes to see and the patience to pursue the winged word." An administrative officer in another school indicated that one of the main purposes of his program of activities was "to train the pupils in doing what they will do anyway as adults." However, practically all the clubs in the program of activities which this officer directed were departmental clubs. No pupil government, school service, or musical activities were being sponsored, and only a very small number of organizations for the development of desirable social and moral attitudes and for the development of hobbies and special interests were included in the program.

In contrast to these examples, however, the situation in some of the schools is more encouraging. In one school an outstanding program of activities is being carried on with pupils who come almost entirely from homes of foreign-born parents and who possess very few of the typical social ideals of American high-school pupils. The program of activities is definitely directed toward the social needs of these pupils. Well-planned instruction is given in each club, regardless of the type of club, in a very informal and effective manner to acquaint the pupils with desirable social habits and usages and with American ideals of social life. The program of activities in this school also provides a time and place for social recreation under sympathetic adult leadership for these pupils who otherwise would probably be compelled to find their recreation in undesirable places in the city.

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Purposes of the various groups of clubs.—Because of the fact that the clubs have been grouped according to the purposes or functions for which they were established, wide variations are seen in the purposes of the different groups. "The performance of services to the school" was the purpose most frequently checked by the sponsors of clubs in Group I. Three purposes were checked frequently by the sponsors in Group II, namely, (1) "offer training in the development of desirable moral attitudes," (2) "develop leadership qualities," and (3) "offer training in social usages and manners." Two-thirds of the sponsors of the departmental clubs, Group III, indicated that "extending the interest of high-school pupils in specific activities," that is, interests in the fields of study to which the clubs are related, was the primary objective of their clubs; slightly less than half of the sponsors attempt to arouse interests in high-school pupils in these activities. The purpose checked most frequently by the clubs in Group VII, special-interest clubs, is the third objective listed in Table 49, namely, providing a desirable means of utilizing leisure time under the direction of the school.

A single purpose stands out as the chief objective of the organizations in Groups IV, V, and VI, namely, "extending the interests of high-school pupils in specific lines of activities." More than 90 per cent of the sponsors of the clubs in Groups IV and VI, and more than 75 per cent in Group V indicated this as the chief objective of their clubs. More than half of the sponsors of the musical activities, however, indicated two other purposes: (1) "arousing interests of high-school pupils in musical activities," and (2) "providing desirable means of occupying leisure time." It is interesting to note that the fourth purpose listed in Table 49, "the development of specialized abilities and skills," was checked by only a very small number of sponsors in these three groups of activities.

Comparison of purposes and practices.—One of the ways in which extracurriculum activities may be evaluated is through a comparison of the purposes that are claimed for the activities, and the practices and policies followed in carrying on the work of the clubs. A few of the comparisons made possible by information secured from various items in the check list used in the study will be discussed.

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The sponsors of 36.5 per cent of the entire group (221 clubs) indicated that one of the purposes of their clubs was that of "arousing interest on the part of high-school pupils in specific fields of activities," that is, in the activities peculiar to their own clubs. It is commonly recognized that broadening the interests of high-school pupils is desirable and that this may be accomplished very effectively through extracurriculum activities. However, less than one-fifth (19.4 per cent) of these 221 sponsors make any attempts to secure as members of their clubs pupils who have little or no interest in the activities, and in a full two-thirds of the cases (69.7 per cent) one of the requirements of admission to membership in the clubs is the possession of interest in the activities of the club.

Again, 77 sponsors indicated that "the development of skills and abilities on the part of high-school pupils" was one of the objectives of their clubs. However, only 14.2 per cent of these sponsors make any effort to secure as members those high-school pupils who have little or no ability in these activities, and in more than half these clubs (59.3 per cent) ability to perform the activities of the club is a prerequisite for admission to membership in the clubs.

A large number of the sponsors indicated that "the development of desirable moral and social characteristics and habits, high scholarship, leadership qualities, and similar attributes" is one of the purposes of their clubs. However, in a large number of cases apparently no efforts are made by the sponsors to secure as members those high-school pupils who lack these qualities, and the possession of the qualities is very often a requirement for admission to the organizations. A national organization claims as one of its objectives "the encouragement and development of high scholarship among high-school pupils," yet only those pupils who have achieved high scholarship—those pupils in whom high scholarship has already been developed—are eligible to membership. Another national organization is established "to create, maintain, and extend high standards of Christian character," yet the possession and demonstration of "good moral character" is one of the requirements that must be met by high-school pupils before they may become members of this organization.

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In other cases, however, the comparison of purposes and practices shows that careful thought and consideration is being given by sponsors to the purposes of their clubs and to the ways in which these purposes may best be achieved.

5. MEMBERSHIP IN CLUBS

Lists of members.—Formal membership lists are maintained in more than 80 per cent of the clubs considered in the study, while in less than one-eighth of the clubs membership and attendance are so informal that lists of the names of the members are not kept. Because a large number of sponsors

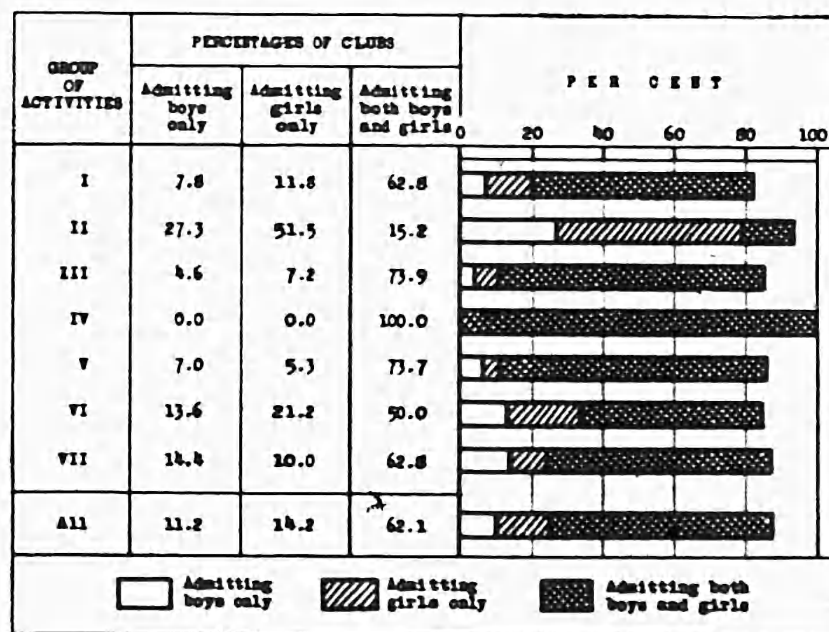


FIGURE 11 — Percentages of clubs open to boys only, girls only, and to boys and girls

have membership lists it is possible to make some comparisons in regard to the regulations concerning membership and the extent of membership of pupils. The percentages of clubs in which membership is restricted to boys only and to girls only, and the number of clubs which are open to both boys and girls are shown in Figure 11. Nearly two-thirds of the extracurriculum activities in the study are open to both boys and girls; 86 clubs, approximately 15 per cent, are open to girls only, and a little more than 10 per cent accept only boys. The activities in Group II show a strong

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tendency to restrict membership according to sex. More than one-half of the clubs in this group are open only to girls, more than one-fourth are open only to boys, while 15 per cent are open to both boys and girls.

Average membership.—Data submitted by 530 of the 606 sponsors indicate that a total of 21,131 pupils hold membership in these extracurriculum activities. The average membership per club is nearly 40 (Fig. 12). Girls participate in somewhat larger numbers than boys, the average membership per club for girls being 22.8 pupils, and for boys, 17.1.

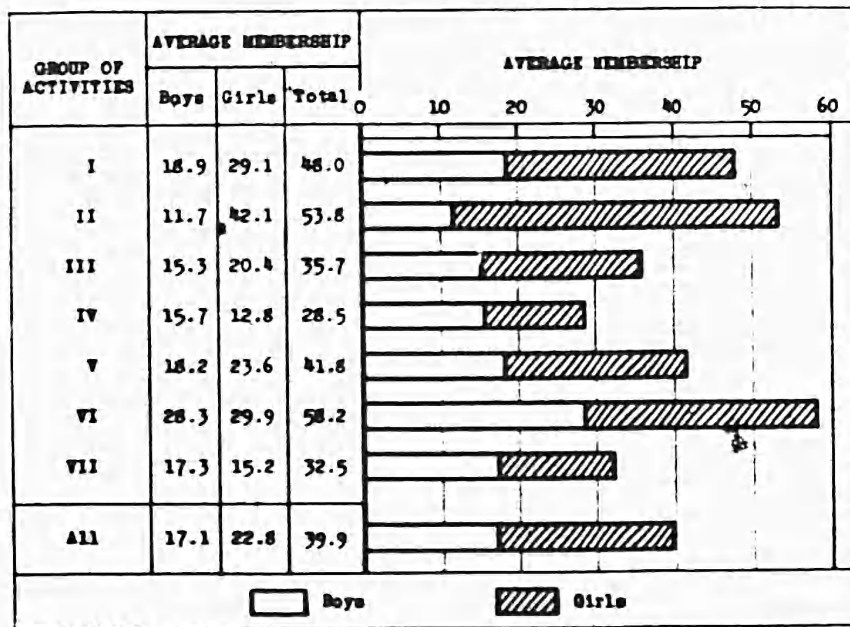


FIGURE 12—Average membership of boys and girls in 530 clubs

The greater participation of girls is due in part to the fact that in a number of schools social clubs are sponsored for girls in which all girls enrolled hold membership. The average membership of boys and girls in the various groups of activities is shown in Figure 12.

It is noted in this figure that the membership in Groups II and VI, the activities for the development of social, moral, and leadership qualities, and the literary, dramatic, and forensic organizations is higher than in the other groups, while the average membership in the publications activities and in the special interest clubs is lower.

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Limitation of membership.—No well-defined tendency is seen among the sponsors in regard to placing a limit on the number of pupils who may hold membership in their clubs. In a little more than 50 per cent of the clubs membership is not limited to any specific number, while in the remaining clubs a maximum number of members for the club has been established. According to the information secured from the check list, membership is limited, on the average, to 32 members per club. The variation among the clubs that limit membership, however, is great. In 3 clubs fewer than 10 is the maximum number of pupils who may hold membership, while in 4 clubs the membership may approach 100. The majority of clubs limiting membership have established an average of between 20 and 40 as the maximum number of pupils who will be admitted to membership.

An interesting situation is found with respect to the percentage the present membership of the clubs is of the maximum membership. Of the 264 clubs reporting limited membership, more than one-third (35.6 per cent) have reached or exceeded their maximum, while 16 per cent have reached from 90 to 100 per cent of their maximum. The present membership of the entire group of clubs, on the average, is 94.3 per cent of the maximum number of pupils who may hold membership.

Membership in clubs sometimes is restricted to pupils of certain grades in the high schools. Nearly half (43.7 per cent) of the clubs represented in the investigation place no restriction of this kind on their members. This general practice was found consistently in all of the various groups of activities. Examination of the data furnished by the sponsors in this connection indicates that when grade-level restrictions are placed on membership the pupils of the lower grades are usually the ones who are denied the opportunity to participate in extracurriculum activities. In other words, extracurriculum activities are planned more frequently for pupils in the upper grades in high schools than for those in the lower grades. For example, 51 clubs, or 16.3 per cent of all the clubs that are not open to pupils of all grades, are open only to the pupils in grades 8 and 9 in junior high schools; 38 clubs, or 12.1 per cent, are open only to the pupils in

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grades 10, 11, and 12 in 4-year high school; 9.3 per cent of the clubs are open only to eleventh- and twelfth-grade pupils in 4-year high schools; and smaller numbers of clubs in 6-year schools are open only to the pupils in the last two or three grades.

The question may be raised concerning the provisions that are being made for the participation of the lower-grade pupils in these schools. An answer to the question is found in very few schools. Seventeen clubs (only 5.4 per cent) in 6-year schools are open only to the pupils of the first three grades; 2.6 per cent of the clubs in junior high schools are only open to the seventh grade; and a very few clubs in the 6-year and 4-year schools are open only to pupils in the seventh and eighth grades, and the ninth and tenth grades, respectively. If the lower-grade pupils present a special problem with respect to participation in extracurriculum activities, it seems that a well-balanced program should provide some means of solving the problem, and not merely prohibit membership in clubs on the part of the pupils in the lower grades of the high school.

Securing members.—In approximately three-fourths (71.3 per cent) of the clubs new members are selected informally from high-school pupils who have expressed an interest in the activities of the clubs. A third of the clubs select members informally from those pupils who have shown ability to perform the activities of the club. In a very few cases formal methods are followed. It appears that extracurriculum activities are being conducted on a fairly democratic basis with respect to the selection of new members.

Length of membership.—Pupils maintain membership in the extracurriculum clubs and activities either for one semester, or for as long as they desire to be members. The first practice was indicated by 39.3 per cent of the sponsors and the second by 38.1 per cent. Membership for a year, for two years, or for other periods of time were reported in only a small number of clubs.

The activities represented in the investigation seem to exert a strong holding power over their members. One factor which influences this condition is the fact that in some of the schools studied pupils are required to participate

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in some activity just as they are required to attend class. However, it is interesting to note that, in spite of this fact, the average number of members that withdrew or dropped out of the clubs during one semester was only three. A few cases of large numbers of pupils leaving clubs were indicated, but these were exceptions. In one club of 75 members, 40 withdrew during one semester. In three clubs with memberships of more than 100 pupils between 40 and 45 members

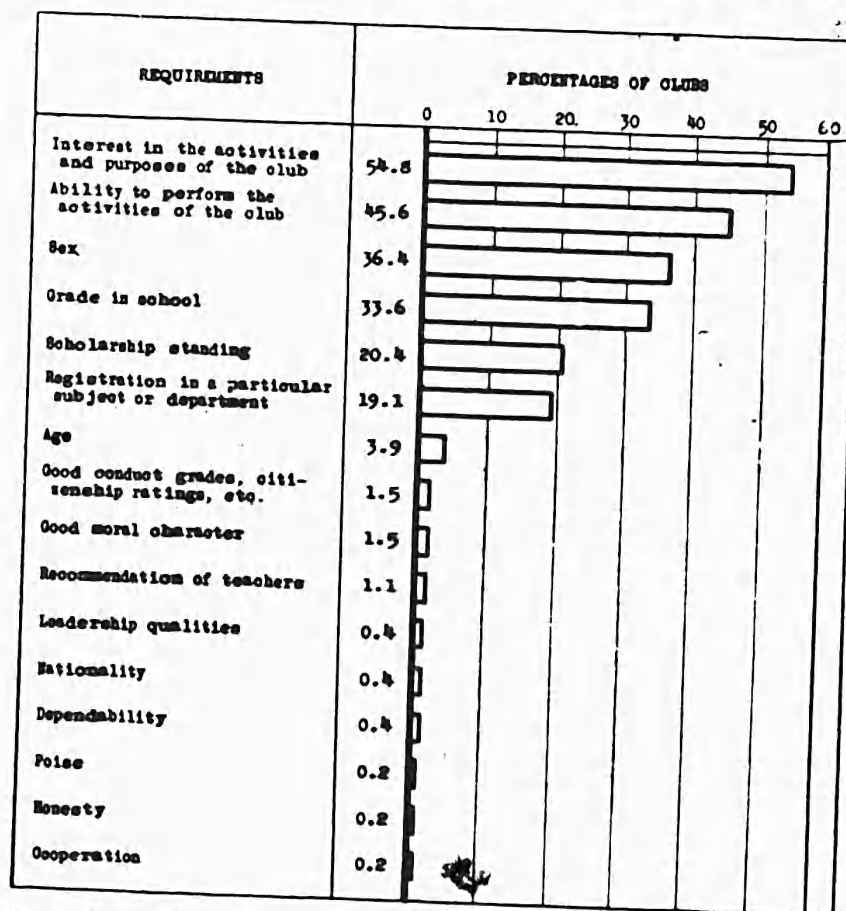


FIGURE 13.—Qualifications for membership in 456 extracurriculum activities, and percentages of clubs indicating each qualification

withdrew. The tendency for the group of clubs as a whole, however, indicates that pupils remain to participate in activities in which they find satisfaction and enjoyment.

Qualifications for memberships.—In three-fourths (75.2 per cent) of all the clubs included in the study some form of qualification must be met by the pupils who wish to become

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members of the clubs. In most cases the qualifications are slight. The qualifications mentioned and the percentage of clubs in which each qualification was indicated by the sponsors are shown in Figure 13. The one qualification checked most frequently by the sponsors is "Interest in the purposes and activities of the club." This qualification was indicated in more than one-half of the clubs. Slightly less than half of the clubs require "demonstrated ability to perform the activities of the clubs" before pupils may become members. In a small group of clubs membership is restricted on the basis of a scholarship qualification.

In the latter group of clubs requiring a minimum scholarship standing, a fourth of the sponsors did not state what the scholarship standing was. This might mean that no definite mark or average has been established for the club, the sponsor being granted the freedom of deciding the matter in individual cases. However, among the clubs that furnished the desired information considerable variation was found. Scholarship standings ranged from merely a passing mark or average for all the courses being taken by the pupils to a very high average in all the subjects carried by the pupils during the current semester.

Training new members.—Two-thirds of the sponsors of the clubs in the study indicated that some sort of training was given to the new members of their clubs. In about four-fifths of the clubs training was given concerning the activities and programs of the clubs, while in less than half the clubs training was given concerning the general duties and responsibilities of members.

The sponsors were asked to indicate the manner in which training was given to new members. In practically half the cases, whatever training was received by new members was acquired incidentally from the older members of the club or through merely attending and participating in the programs and activities of the clubs. In less than a third of the clubs was definite training and instruction given by the sponsors, although in about half the cases the sponsors report that instruction was given incidentally and informally to new members. In less than an eighth of the clubs the sponsors indicated the use of printed or mimeographed instructions

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for new members. However, only ten sponsors, less than a fifth of the group, submitted copies of the printed instructions used.

Group contacts.—The socializing influences of participation in group activities is often claimed as one of the outstanding values of extracurriculum organizations. However, it does not appear that the sponsors of the clubs in the investigation consider this value of great importance. In response to the question, "Are attempts made to secure as members pupils who would undoubtedly benefit by membership in a group and through participation in group activities?" half (53.8 per cent) of the sponsors replied in the affirmative. Nearly 85 per cent of the sponsors indicated that no attempts were made to secure as members pupils who have little or no interest in the activities and purposes of their clubs, and nearly 81 per cent indicated that no attempts were made to secure as members pupils who have little or no ability in performing the activities of their clubs. It would seem that the majority of extracurriculum activities, even in schools with outstanding practices, are organized and conducted for the benefit of high-school pupils who have already developed interests and abilities in specific lines and who already are probably able to make satisfactory adjustments to the demands of school life. The pupils who lack interests and abilities and who would benefit by contacts with other groups of pupils and by cooperation in group activities are apparently neglected. However, there are outstanding and encouraging exceptions to these conditions in individual schools.

4. MEETINGS AND PROGRAMS

Time and place of club meetings.—Practically all the clubs hold their meetings at regular intervals, 94.2 per cent of the clubs indicating that this practice is followed. More than half of the clubs hold their regular meetings every week, more than one-fourth meet every two weeks, one-tenth meet at monthly intervals, and the rest of the clubs hold their meetings at various times ranging from once every three weeks to as frequently as every day. Some variation among the groups of clubs was noted. More than 25 per cent of the journalistic and publication activities meet every day, one-

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fourth of the musical organizations meet twice a week, and another fourth meet every day. A majority of the activities in Group V meet twice a week.

High-school administrative officers seem to give full cooperation to the extracurriculum activities in their schools in providing regular times and places for club meetings. In 11 of the 24 schools represented in the study regular practices in regard to the time and place of club meetings have been established for all, or nearly all, the clubs in the schools, while in practically all the other schools regular places for the club meetings are provided in the school, although the time at which club meetings are held varies with the individual clubs. The schools in which regular practices have been established for all the clubs are listed in Table 50.

TABLE 50.—*Administrative practices in regard to the time at which meetings of extracurriculum activities are held*

| School | Frequency of meetings | Day of week | Time of day |
|---------|-----------------------|---------------------------|-------------------------------------|
| 1 | 2 | 3 | 4 |
| 1..... | Weekly..... | Tuesday..... | First period in morning session. |
| 2..... | Weekly..... | Varies..... | After school in afternoon. |
| 3..... | Weekly..... | Varies..... | After school in afternoon. |
| 5..... | Twice a week..... | Tuesday and Thursday..... | First period in morning session. |
| 6..... | Varies..... | Wednesday..... | 10.15 to 11 during morning session. |
| 7..... | Weekly..... | Friday..... | Last period in afternoon session. |
| 8..... | Every two weeks..... | Thursday..... | First period in morning session. |
| 9..... | Weekly..... | Thursday..... | First period in morning session. |
| 22..... | Weekly..... | Thursday..... | After school in afternoon. |
| 23..... | Weekly..... | Tuesday..... | Last period in afternoon session. |
| 24..... | Weekly..... | Monday..... | 1 to 1.30 during afternoon session. |

For the entire group of 606 clubs it was found that Tuesday and Thursday were the most popular days for club meetings. Tuesday was indicated in more than a third (34.7 per cent) of the clubs, and Thursday in a fourth. Wednesday ranked third in frequency of mention, Monday, fourth, while Friday seemed to be the least desirable day of the week for club meetings.

Three practices stand out with respect to the time of day at which club meetings are held. Thirty per cent of the sponsors reported that club meetings are held directly after the close of school in the afternoon session; 25.9 per cent indi-

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cated that meetings are held some time during the morning session of the school, while 22.5 per cent stated that the club meetings are held some time during the afternoon session. A few clubs hold their meetings before school in the morning or during the noon hour. It is interesting to note that few clubs hold meetings in the evening. However, this practice was reported in nearly 20 per cent of the organizations in Group II.

Practically all the clubs (94.7 per cent) hold their meetings at the school building. The others meet at the homes of the members, the Y. M. C. A. or Y. W. C. A. buildings, and churches; one club meets in a restaurant, another at the country club, and a third at the local armory.

Length of club meetings.—The average length of club meetings for the different groups, whether meetings are held during the regular school day or outside the school session, are shown in Figure 14. It is seen from these data that when club meetings are held outside a regular school session the organizations have an opportunity for longer and more extensive programs than when the meetings are held within the school session. The average length of meetings held during the school session is a little more than 45 minutes, and the average for the meetings held outside the school session is more than 60 minutes. The clubs in Group I are the only organizations in which the meetings held during the school session exceed in length those held outside the school hours. Clubs in Group V appear to need more time for their work than is available in the periods set aside in the regular school session.

Type of activities in regular meetings.—A great variety of activities are participated in by members of clubs in their regular meetings. One activity, frequently a part of these meetings, is the regular business meeting. Other activities which are often a part of the regular meetings are the following: Talks by outside speakers, student speakers, plays, sketches and other short dramatic productions, drill and practice for public performances, and formal and informal instruction and discussions. The various activities reported by all the clubs and the percentage of clubs mentioning each activity are shown in Figure 15.

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Variations were noted in the groups of clubs in the types of activities which make up the regular meetings. For example, the musical organizations practically always participate in formal drill and practice during the regular meetings; the publications and journalistic organizations engage in a variety of activities, such as the collection of news, writing editorials and reports, transcribing copy, proofreading copy, and other more or less routine matters that are

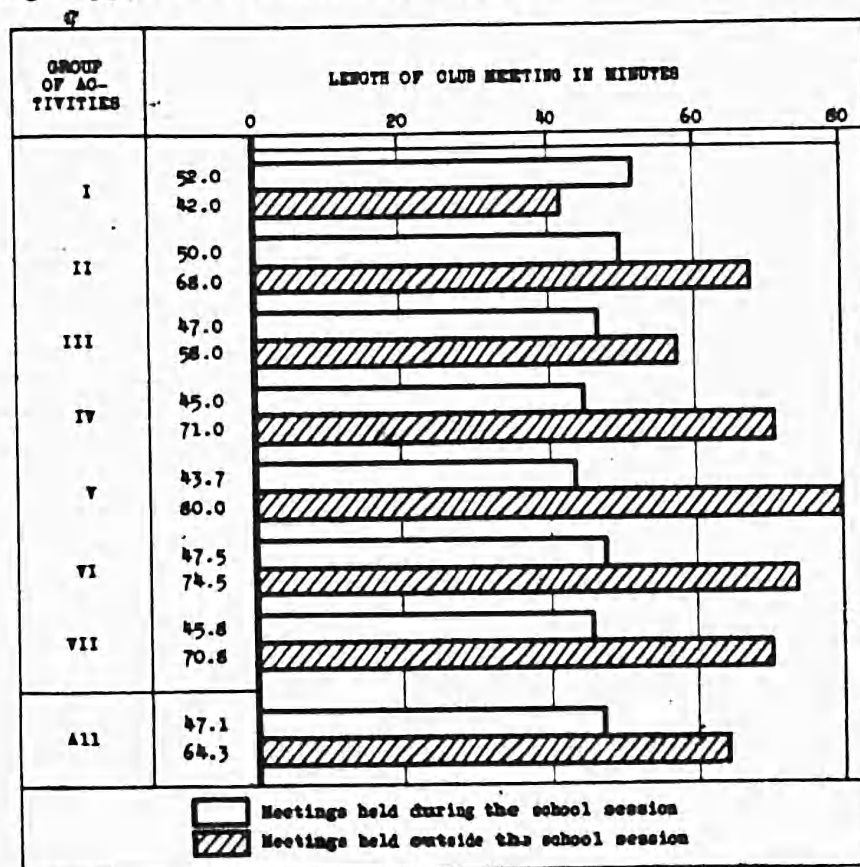


FIGURE 14.—Average length in minutes of club meetings and programs

connected only with these activities. The special-interest clubs only infrequently have business meetings, their usual activity being simply the working out of individual projects by the members of the clubs. Social entertainment, games, dances, and short dramatic productions were found very frequently in the clubs in Groups I, II, and III.

Order of business.—A definite and formal order of procedure is followed in the regular club meetings in about two-

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thirds of the entire group of clubs. However, in nearly half the clubs in Groups IV, VI, and VII no formal procedure is followed. Parliamentary rules are used for the direction of the entire meeting in less than one-fourth of the clubs. Rules are followed in conducting the business sessions of the meetings, however, in 66.5 per cent of the cases. There are no outstanding variations among the groups in respect to the use of parliamentary procedure.

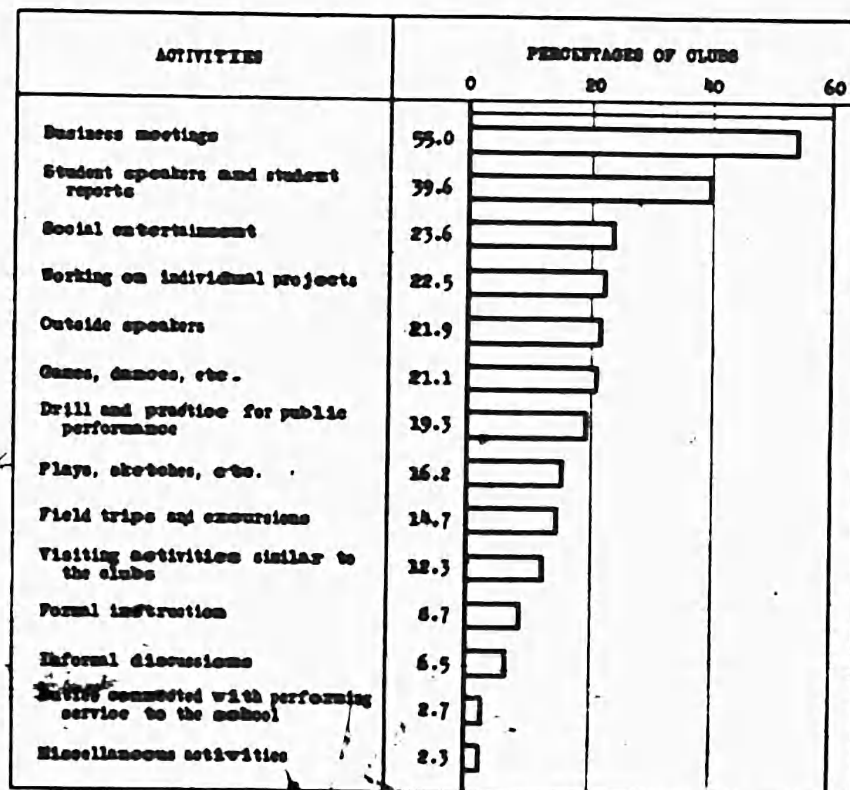


FIGURE 13.—Activities participated in during regular meetings and percentages of clubs mentioning each activity

Attendance and participation of members at regular meetings.—Records of attendance and participation in club programs are kept by the secretaries or other officers of the clubs in 83.5 per cent of the organizations. A large number of the sponsors, therefore, were able to report the number of members who attended and the number of members who participated in the programs in the last three regular meetings. From the reports submitted by the sponsors the aver-

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age per cent of attendance and participation for the various groups were computed and are shown in Table 51.

TABLE 51.—Average per cent of attendance and average per cent of participation in programs in the different activity groups

| Groups | Per cent | | Groups | Per cent | |
|----------|------------------|--------------------|----------|-----------------|--------------------|
| | Attend- ance | Partici- pation | | Attend- ance | Partici- pation |
| I..... | 96.0 | 65.0 | V..... | 86.9 | 43.4 |
| II..... | 90.4 | 57.5 | VI..... | 90.3 | (¹) |
| III..... | 86.9 | 40.1 | VII..... | 94.3 | (¹) |
| IV..... | (¹) | (²) | All..... | 87.0 | 50.7 |

¹ Data reported by too small a number of sponsors to be significant.

² These organizations have no formal programs. All the members who are present help in carrying on the activities of the group or engage in their own individual projects.

³ All members who are present participate in the practices and drills.

The number of pupils participating in the programs of extracurriculum activities is influenced to a marked degree by the provisions made by the sponsors for securing participation for all members. Nearly a fourth of the sponsors indicated that no provisions whatever were made for securing participation on the part of the members in their clubs. In 54.7 per cent of the clubs the sponsors supervise the preparation of the program for the purpose of securing participation from a large number of the members, while in the remaining clubs the members are expected to volunteer for participation in the programs at least once a semester. It appears that little thought or supervision is given by sponsors to the problem of securing frequent participation of all members of the club in the programs and meetings.

Irregular attendance.—In 30.7 per cent of the clubs, members who do not attend meetings regularly are automatically dropped from membership in the organizations. In 24.9 per cent irregular attendance at the club meetings is regarded in the same manner as irregular attendance at a regular class session. This practice is followed practically always in the schools in which a period in the regular school session has been set aside for club meetings. In 21 per cent of the clubs, however, no penalty of any kind is attached to irregular attendance; in a few cases members are urged by the sponsors to be more regular in attendance.

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Activities of sponsors in meetings.—The activities of the sponsor in relation to the regular meetings and programs are varied. Some of the sponsors (36.6 per cent) merely serve as critics and advisers during the meetings. Another group (26.2 per cent) dominate the meetings to a great extent by giving formal instruction and training to the members in the activities of the clubs. Other relations indicated frequently are as follows: (a) the sponsors direct the discussions; (b) sponsors give informal instruction; (c) sponsors aid in making out the programs; and (d) sponsors aid officers in performing their duties. In only a very few cases do sponsors serve formally on the programs.

Outside, or special, activities of clubs.—Less than half (45.0 per cent) of the clubs conduct activities outside their regular programs and meetings. There is wide variation among the groups of clubs in this practice, however. A large number of the musical organizations (71.2 per cent) and of the pupil government, school service, and honorary organizations (62.8 per cent) conduct special activities. The nature of the activities that are conducted outside the regular meetings and programs are reported as follows:

(1) *Dances and other social gatherings.*—Thirty-eight per cent of the clubs that conduct special meetings or programs engage in this type of activity.

(2) *Concerts, plays, and other dramatic productions.*—This type of special activity is very popular among the clubs in several of the schools. In one school the sponsors of every type of club—pupil government, departmental, special interest, social and moral, and even the publications—indicated that it was necessary for them to put on one or two plays each semester in order to maintain membership in their organizations. Twenty-eight per cent of the sponsors of all the clubs checked this type of activity.

(3) *Contests.*—The sponsors of the special interest clubs reported this type of activity most frequently. Numerous contests are conducted outside the regular programs and meetings of these clubs for pupils in the entire school who have an interest in the activities of the club whether or not they are members.

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(4) *Assembly programs.*—This type of activity is reported to a great extent by the musical organizations and the special interest and hobby clubs. Assembly programs for the entire school are frequently given in which the members of these clubs demonstrate their interests and abilities before the entire student body in order to encourage others to develop an interest in some hobby. Frequently assembly programs are given by all the clubs for the purpose of explaining, illustrating, and describing the club life of the school to the parents and friends of the pupils.

(5) *Miscellaneous activities, such as picnics, hikes, other outdoor activities, banquets, school exhibits, etc.*—These were reported by a few sponsors. One club participated in a broadcasting program, while another club assumed the responsibility for doing social service work among the poor families in the neighborhood of the school for a year.

The activities that are conducted outside the regular club programs and meetings are, as a rule, open to the parents and adult friends of the members of the clubs, 40.3 per cent of the sponsors indicating this practice. In some cases (32.2 per cent) the activities are open to the young friends of the members who are not in school, while in other cases (30.1 per cent) the activities are open only to the members of the clubs.

Officers.—All but 25 of the clubs in the study are organized under officers and committees. The officer mentioned most frequently in these clubs is the president, although this officer is not found in all clubs. Vice-presidents are reported in more than two-thirds of the clubs, secretaries in almost two-thirds, treasurers in a little less than half of the clubs, and an officer in which the duties of the secretary and treasurer are combined is found in 13 per cent of the clubs. These officers are found most frequently in all the groups except Group IV, the publications and journalistic organizations. In these organizations the editor in chief usually is the leader of the group, while the manager ranks second in frequency of mention.

Other officers frequently reported are: Sergeant at arms, representative to the student council, librarian, and individual group leaders or captains within the club. The combination

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of officers most frequently reported by the clubs is that of president, vice president, secretary, and treasurer, 24.8 per cent of all the clubs reporting these officers. The officers reported and the percentage of clubs in which the various officers are found are shown in Figure 16.

For the clubs reporting officers an average of 3.2 officers was found for each club. Variations among the groups were

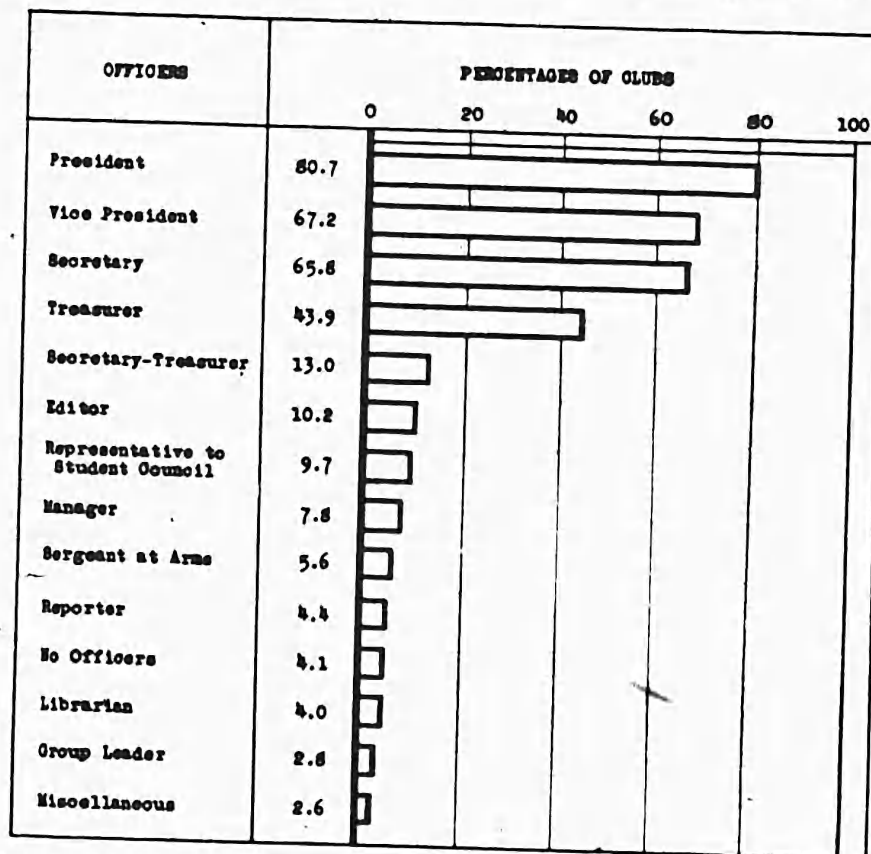


FIGURE 16.—Officers in extracurriculum activities and percentages of clubs in which each officer is reported

not pronounced, the averages in the different schools ranging from 3.1 to 4.

Selection of officers.—Officers secure their positions in the majority of clubs through popular nomination and popular vote by the members of the clubs, 75 per cent of all the clubs reporting this as the practice. In the publications group the officers in more than one-third of the organizations are appointed by the sponsors. Undoubtedly this is due to the

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fact that it is necessary for these officers to possess a higher degree of ability, interest, and knowledge concerning the activities of the club than in other organizations. In a few cases the policy of nominating officers by special nominating committees and the election by popular vote is followed; in a very few cases officers are selected from a group of members who have served a period of training as minor officers; the cases of this practice are rare, however; in a few other cases officers are selected through competition, those being selected as officers who exhibit the highest degree of ability in the activities of the club or in performing the duties of the office.

Committees.—Large proportions of extracurriculum clubs and organizations utilize pupil committees in carrying on their work. . Of all the clubs reporting more than 60 per cent have committees, the average number of committees in clubs having them being 2.6. The averages for the groups range from 2.2 committees per club in the special-interest group to 3.3 committees per club in Groups II and VI.

Committee chairmen are, as a rule, appointed by the presidents of the clubs. In the organizations in Group IV, however, the chairmen are selected by the executive committee of which the sponsor is a member. In this manner the sponsors of the publications and journalistic clubs exert a strong influence in the selection of the chairmen of the committees as well as the officers of the clubs. In a few cases the chairmen are selected by the club at large just as the other officers are elected.

Term of office.—In 68.6 per cent of the clubs having officers the term of office is one semester. In 28 per cent of the clubs the officers hold their positions for a year, while in a few cases offices are held for two years, for as long as the officers desire, or for as long as the officers show good behavior.

Qualifications of officers.—The qualifications that must be met by members of the clubs who wish to hold office are presented in Figure 17. It will be seen from this figure that the one qualification which was indicated most frequently by the sponsors is "Possession of apparent leadership qualities." This qualification was checked by nearly one-half of the sponsors. The qualification checked second in frequency is "Special interest or ability in the activities of the club," and

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the one checked third is "Special ability in performing the duties of the office." In 10.2 per cent of the clubs the possession of "apparent leadership qualities" is the only qualification that must be met by the members holding office; in 5.1 per cent the only qualification is the "possession of special ability in performing the duties of the office"; and in nearly 10 per cent of the clubs the "possession of special interest or ability in the activities of the club" is the only qualification. These three qualifications for officers were checked, either

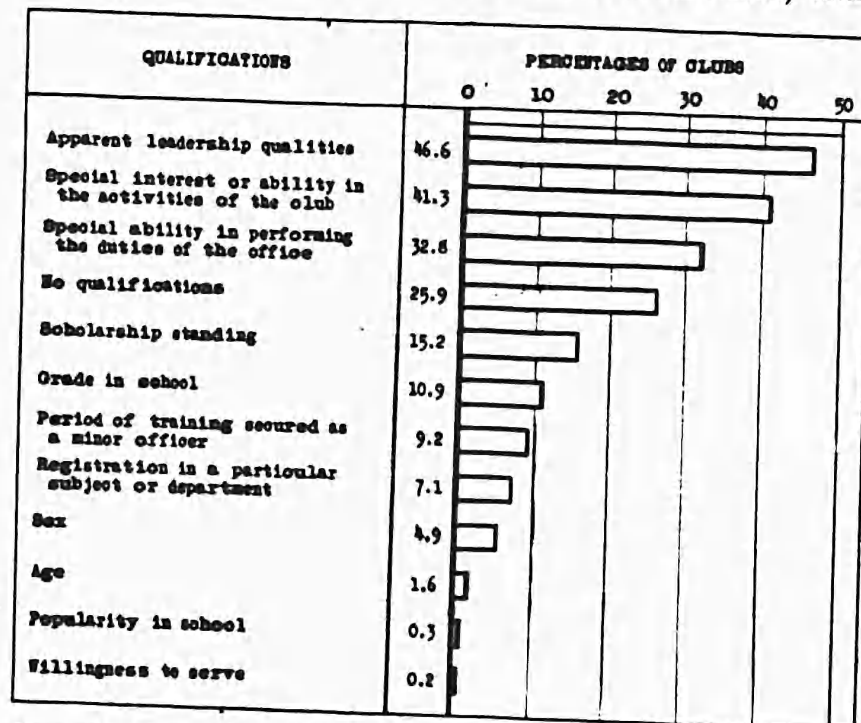


FIGURE 17.—Qualifications of officers in extracurriculum activities and percentages of clubs in which qualifications must be met

individually or in combination with other qualifications, by more than two-thirds of all the sponsors.

It appears from the data presented that few attempts are made by the sponsors of the clubs to use whatever values office holding may have for the development of leadership. In the majority of cases pupils who already have demonstrated the possession of leadership qualities or the possession of special ability in performing the duties of offices are elected to the positions of officers in the clubs. Further evidence of this situation is gained by an analysis of the responses to the

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question, "Are attempts made to secure as officers those pupils who would undoubtedly benefit by contact with the responsibilities of office holding?" Nearly half of the sponsors (41.9 per cent) answered this question in the negative; 38.7 per cent responded in the affirmative; and 20.3 per cent made no response to the question.

It is evident that the majority of the sponsors, even in schools with outstanding programs of extracurriculum activities, fail to realize the full possibilities of the clubs under their direction. Few attempts are made to develop leadership qualities in the pupils who lack these qualities, and the possession of leadership qualities and special ability in performing the duties of an office are the qualifications which most frequently must be met by those who desire to become officers in the clubs. This is true in spite of the fact that one of the outstanding values⁹ claimed for extracurriculum activities is the development of leadership qualities.

A minimum scholarship standing was a qualification for office holding in 90 clubs. However, the sponsors failed to indicate what this minimum standing was in more than 40 per cent of these organizations. Among the other clubs, scholarship standings above those necessary for admission into the clubs were not found to any marked extent. In only a few cases were the officers of clubs held to a higher scholarship standing than the members of the clubs.

Provisions for training officers.—Not far from half (44.3 per cent) of the sponsors indicated that some form of special instruction was given to the officers of their clubs concerning their duties and responsibilities. Although they were not asked to indicate the nature or extent of this instruction, a number of sponsors volunteered information.

In many cases this instruction undoubtedly is superficial, while in other cases exceptional plans of instruction for the officers are being followed. Both types of situations were observed in the schools visited. In some schools it was found that the officers of all clubs were brought together by the director of the extracurriculum program for a short

⁹ Koos, Leonard V. Analysis of the General Literature on Extracurriculum Activities. Twenty-fifth Yearbook, National Society for the Study of Education, Part II, 1926. p. 11.

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period before the regular club meetings for discussions of their problems as officers; in other schools the sponsors met with the officers of their own clubs for such discussion; but in a large number of cases the instruction that was indicated as special instruction consisted in mere telling the president or secretary what the next step should be in conducting the meeting at the time the meeting was in progress.

The various provisions that are made for the instruction of officers in their duties and responsibilities, and the percentages of clubs in which the various provisions are found are indicated in Table 52. It will be seen from this table that in nearly a third of the clubs the officers receive training and instruction only incidentally through attendance at meetings and participation in the club activities, while in an equal number of clubs no attempts at all are made to instruct the officers. A little more than a sixth of the sponsors indicated that their officers secured information and instruction from the older members of the club and from former officers.

It is important to note that less than half the sponsors have adopted some form of training for their officers. However, this situation might be expected in the light of the previous discussion in which it was shown that the possession of apparent leadership qualities and special abilities in performing the duties of the offices were so frequently the qualifications that must be met by the pupils in holding office.

Only 32 sponsors indicated the use of printed or mimeographed instructions for new officers, and only 11 of these sponsors furnished copies of these printed instructions. One school is outstanding in the work that is being done in aiding the officers. The director of extracurriculum activities in this school has developed a series of outlines and suggestions for the use of the officers in the various clubs. This director, furthermore, has secured the hearty cooperation of the sponsors of all clubs so that a definite concerted program of instruction is followed throughout the school for the development of good club officers.

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TABLE 52.—*Provisions made for training officers of extracurriculum activities, and percentages of clubs reporting the use of the various provisions*

| <i>Provision for training</i> | <i>Percent- ages of clubs</i> |
|---|---------------------------------------|
| Special instruction within the club by the sponsor..... | 44.3 |
| Incidental instruction gained through attendance at meetings... | 31.7 |
| No provisions for instruction..... | 31.7 |
| Instruction gained from older members of the club and from former officers..... | 18.3 |
| Printed or mimeographed instructions for officers..... | 5.6 |
| Period of training as a minor officer or as an assistant to a major officer..... | 4.8 |
| Special instruction outside the club period..... | .5 |

8. FINANCING EXTRACURRICULUM ACTIVITIES

Extracurriculum finance.—Although nearly 60 per cent of the clubs collect and expend money, or assume financial obligations of some sort, a definite tendency to discourage the levying of dues and assessments on the members of the clubs is evident in many of the schools. Numerous studies have been made concerning the financing of extracurriculum activities in which it has been shown that the responsibilities placed on the members of the clubs have become in many cases serious financial burdens for the pupils. In a few schools included in the present study a definite policy has been adopted for conducting extracurriculum activities without the payment of dues and assessments by the members of the clubs. It was apparent in visiting these schools, in interviewing the sponsors, and in observing the clubs in action that the organizations so conducted were carrying on just as effective programs as were those clubs in which dues and assessments were collected from the pupils each year and expended chiefly for refreshments, dance orchestras, or the entertainment of the club members.

Financial officers and financial records.—As is to be expected, the officer most frequently responsible for handling the finances of clubs is the treasurer. In a few cases the president and treasurer jointly are responsible for the finances; while in other cases, the funds are handled by such officers as the vice president, secretary, chairmen of committees, etc. In a few clubs the sponsors have assumed responsi-

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bility for all the financial affairs of the club, thus avoiding the necessity of supervising one of the members in regard to proper financial records and accounts. Although this practice relieves the sponsors of much work, an opportunity is lost for providing a desirable form of training and experience for high-school pupils, a kind of experience and training considered a desirable outcome of participation in extracurriculum activities.

In practically all cases where members of the club are responsible for the financial affairs of the organization the officers are held to a strict accounting during or at the close of their terms of office. This practice was indicated by 86 per cent of the sponsors. Six and two-tenths per cent of the sponsors failed to indicate their practices and 7.8 per cent did not exact a financial accounting from the club officers.

The sponsor is usually the administrative officer who exerts financial control over the club officers. This is the practice in more than two-thirds of the clubs. However, the principal, the school treasurer, the director of the extracurriculum program, and other officers of the school frequently hold the responsibility. Rarely the treasurer of the board of education, a national officer of the organization who is not connected with the school, or the superintendent of the school system exerts financial control over the officers of the clubs.

Occasionally irregularities have been discovered in the accounts and records of club officers. The number of these cases, however, is small. This would indicate that, whether or not careful supervision has been given the club officers, only rarely are club funds misused or lost by the club officers. In most of the cases reported the club officers have been required to replace the money that is not accounted for. However, in a few cases the matter apparently has been ignored, or the sponsors themselves have adjusted the deficits.

Securing financial support for the clubs.—Various practices are employed in securing financial support for extracurriculum organizations. The practices that were reported by the sponsors are presented in Table 53. The percentage of sponsors indicating each practice is shown also.

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TABLE 53.—*Methods of securing financial support for extracurriculum activities*

| <i>Practice</i> | <i>Percentages of clubs</i> |
|---|---------------------------------|
| Regular dues from members..... | 56. 1 |
| Assessments on members whenever money is needed..... | 20. 6 |
| Proceeds from club enterprises (e.g., sale of publications, sale of tickets for club performances, etc.)..... | 18. 3 |
| Each member pays his own expenses when expenses arise..... | 15. 8 |
| Funds from board of education..... | 9. 7 |
| Proceeds from special sales conducted by club (candy sales, rummage sales, etc.)..... | 8. 6 |
| Voluntary contributions from club members..... | 8. 3 |
| General fund for all extracurriculum activities..... | 5. 6 |
| Mothers of club members..... | . 6 |
| Tag day in entire school..... | . 3 |

The practice indicated in more than half of the clubs is the collection of regular dues from the club members. In a little more than a fifth of the clubs assessments are levied on the members whenever money is needed. In a few cases proceeds from club enterprises furnished the support for the organization. The sale of newspapers, magazines, and annuals by the journalistic and publication organizations is the chief source of financial support for this group of activities. The sale of tickets for public performances, concerts, etc., is the chief source of support for the musical activities. A few clubs reported that the members pay their own expenses whenever there were any expenses in the organization.

It is interesting to note that the cases are very few in which money is appropriated by the school board for conducting extracurriculum activities. This practice was found in the musical activities to a larger extent than in other groups, but in general the practice is uncommon.

In about a fourth of the organizations supplementary funds are asked for from time to time during the school year. However, more than three-fourths of the clubs are able to carry on their programs with the regular dues or assessments paid by the members. When supplementary funds are needed they are usually secured by levying a special assessment on the members. In a few cases the members are asked to make voluntary contributions to help defray extra expenses, while in a few other cases the parent-teacher associa-

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tions, alumni associations, and individual alumni are asked to come to the financial rescue of the clubs.

Collecting dues and assessments.—A variety of methods are employed in the various clubs in the collection of dues, although in more than two-thirds of the organizations the club treasurer collects dues informally. It is the usual practice for this officer to ask the members for their dues at club meetings, during the school day, or at any other opportune time. In a few cases only are business-like methods employed. Formal notifications of dues are sometimes given by the club officers; in some cases a definite financial program is adopted which indicates the date on which club dues are to be paid, the members of the group being expected to follow this financial program. In some cases the sponsor assumes the responsibility of collecting dues and assessments, while in a few cases the principal of the school assumes this duty.

Determining and making disbursements.—A third of the sponsors of clubs in which financial matters are dealt with indicated that no definite plan was followed for determining the amount of money that should be expended, the purposes for which the money should be used, and the method that should be followed in paying the bills and meeting the financial obligations of the club. In the remaining clubs the usual practice is for the club officer to pay bills whenever necessary. In 28 per cent of the clubs the treasurer or business manager with the approval of the sponsor, pays the bills as they come due. In 24 per cent of the clubs an officer draws an order on the central treasurer of extracurriculum activities, who then makes the actual disbursement of

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money. Various combinations and variations of these plans were reported.

Excellent practices have been presented in professional literature for handling the financial problems of extracurriculum activities.¹⁰ If it is necessary to burden the extracurriculum program with financial obligations, the recommendations and suggestions given by the writers who have studied the problem are well worth considering. It appears from this study that great improvements can be made in the matter of financing extracurriculum activities.

6. SPONSORS

Selection and supervision of sponsors.—In most of the clubs the sponsors secure their positions through appointment by the principals of the schools. Frequently, however, they are appointed by the directors of the school programs of extracurriculum activities, by the heads of departments, or by the faculty committees in charge of extracurriculum activities. The practices reported by the 606 sponsors are shown in Table 54.

The principals are the officers most frequently responsible for the supervision of the sponsors, although in a few cases the heads of the departments, directors of extracurriculum programs, and other school officials supervise the work of the sponsors.

The efficiency of administrative practices in regard to the appointment and supervision of sponsors may be determined by an analysis of individual cases. In nearly half of the clubs, it was reported that sponsors are supervised by the same officer who appoints them to their positions as sponsors. In a little more than a third of the clubs, sponsors are held responsible to school officers other than those who have appointed them, while in a few cases, less than 10 per cent of all the clubs, sponsors are supervised by two or more individuals, one of whom nearly always is the officer who has appointed the sponsors. The situation in regard to appointment and supervision of sponsors for the various groups of activities is shown in Figure 18. The best administrative practices seem to be found among the publication

¹⁰ Administration of the Funds of School Organizations. *School Review*, 37: 251-282, April, 1928.

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and journalistic organizations, while the musical activities show the least satisfactory practices. In the latter group of activities, the leaders of the bands, orchestras, and vocal organizations often are held responsible for their duties to both the principal and the head of the music department. The sponsors of the departmental clubs and special interest clubs frequently volunteer their services as sponsors and are then held responsible for the work of the club to a school official who has not actually appointed the sponsors.

TABLE 54.—*Methods through which sponsors are selected, and percentages of sponsors reporting the practices*

| <i>Methods of selection</i> | <i>Per cent</i> |
|--|-----------------|
| Appointed by principal..... | 44.4 |
| Appointed by the head of department..... | 12.7 |
| Appointed by director of extracurriculum program..... | 10.2 |
| Sponsor selects the club he wishes to direct..... | 9.1 |
| Sponsor volunteers to direct any club..... | 7.3 |
| Sponsor is elected by the club..... | 5.0 |
| Responsibility of directing club devolves upon sponsor because of academic position, such as dean of students, head of department, or instructor in a particular course..... | 1.2 |

TABLE 55.—*Supervisory relations between sponsors and officer to whom sponsor is responsible for his duties as sponsor*

| <i>Relations</i> | <i>Percentages of sponsors</i> |
|--|--------------------------------|
| Officer advises and counsels with sponsor when necessary..... | 47.4 |
| No apparent relation between officer and sponsor..... | 14.4 |
| Officer requires written reports only occasionally..... | 12.0 |
| Oral reports made to officer periodically..... | 9.6 |
| Officer requires written reports of the work of the club at regular intervals..... | 6.9 |
| Financial reports required periodically..... | 3.6 |

From these data it is evident that, although in the majority of clubs the sponsors are appointed and supervised by the same school official, there still remains a large number of cases in which other administrative practices are found. The work of the extracurriculum activities would undoubtedly progress more smoothly and more effectively if definite relations were established and were understood between sponsors and school officials.

That a lax relation between sponsors and school officials actually exists in many cases is shown, further, through a

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consideration of the type of supervision that is exerted over the sponsors. The various supervisory relations that were indicated by the sponsors are shown in Table 55. It is evident from these data that the sponsors receive little supervision. In less than 7 per cent of the clubs are written reports asked of the sponsors at regular intervals, and in only 3.6 per cent of the clubs are financial reports requested. For the most part, the only forms of supervision in use are

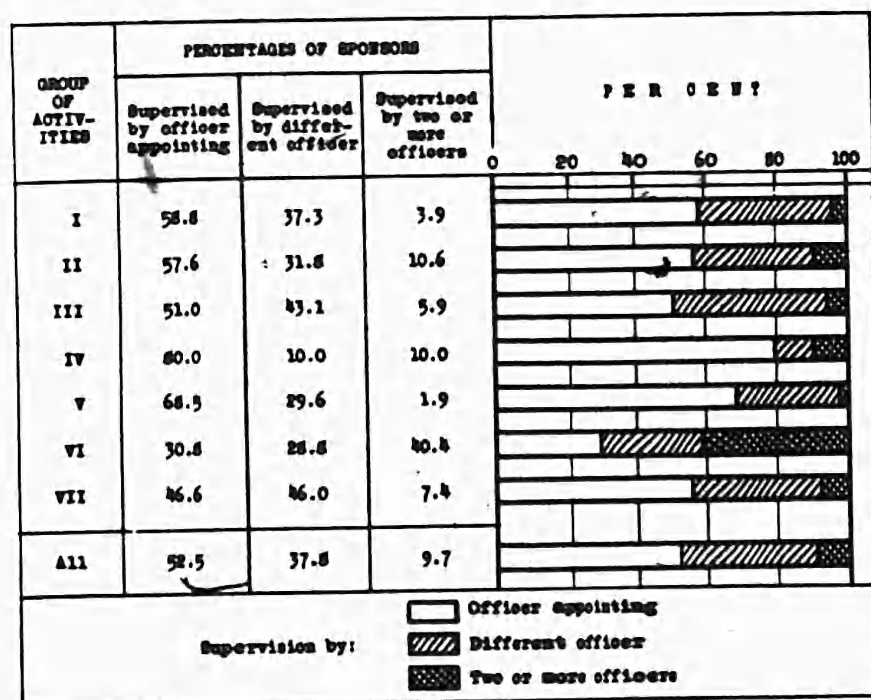


FIGURE 18.—Percentages of sponsors, by groups of activities, who are supervised by the same officer who appoints them, by an officer other than the one who appoints them, or by two or more officers

oral reports at irregular intervals, occasional written reports, and conferences with the sponsors whenever it seems desirable.

Qualifications of sponsors.—The qualifications indicated by the sponsors in the present study are shown in Table 56. It will be seen that these qualifications are extremely meager, only two of them, namely, instruction in a subject closely related to the work of the club, and special ability, skill, or interest in the activities of the club are mentioned by a large number of sponsors. As can be inferred from addition of the percentages in Table 56, some sponsors reported

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more than one qualification. In 28 per cent of the clubs, the only qualification mentioned by the sponsors is instructing in a subject closely related to the activities of the club. This qualification was indicated by the largest number of sponsors in each of the groups except Group VII of the classification of activities. In this group the possession of special ability, skill, or interest in the activities of the club was mentioned most frequently. Many sponsors in Group VI indicated specific training in sponsoring activities, while in Groups II, IV, and VI a large number of sponsors indicated that they had had specific experience in directing the type of club which they were sponsoring at the time of the report.

TABLE 56.—Qualifications of sponsors and percentages of sponsors mentioning each qualification

| Qualifications | Percentages of sponsors |
|--|-------------------------|
| Instructing in a subject or department closely related to the activities of the club..... | 70.0 |
| Special ability, skill, or interest in performing the activities of the club..... | 37.6 |
| Previous experience in handling the type of club being sponsored..... | 28.4 |
| Previous experience in handling clubs in general..... | 16.8 |
| Experience in the activities of the club through participation in a similar club in college..... | 10.6 |
| Specific training in sponsoring the type of club being sponsored..... | 7.9 |
| Specific training in sponsoring extracurriculum activities in general..... | 4.6 |

The principals of the high schools visited; and the directors of extracurriculum activities, or other faculty member responsible for the school program of activities were asked to indicate what qualifications were required in the sponsors of their clubs. The qualifications indicated by these administrative officers and the percentages indicating each qualification are shown in Table 57. It is seen that interest and ability in the activities of the clubs ranks highest among the qualifications, and instructing in a subject closely related to the activities of the club ranks third. Experience and training in directing extracurriculum activities do not rank high as qualifications for sponsoring clubs.

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TABLE 57.—Qualifications desired in sponsors by high-school principals and percentages of principals mentioning each qualification

| Qualifications of sponsors | Percent- ages of principals |
|---|-----------------------------------|
| Interest in the activities of the club being sponsored..... | 83.3 |
| Ability to perform the activities of the club being sponsored.... | 66.7 |
| Instructing a subject related to the activities of the club..... | 54.2 |
| Previous experience in sponsoring the type of club being sponsored..... | 37.5 |
| Previous experience in sponsoring extracurriculum activities.... | 33.3 |
| Experience in performing the activities of the club through participation in a similar club in college..... | 33.3 |
| Specific training in sponsoring extracurriculum activities..... | 29.2 |
| Specific training in sponsoring the type of club being sponsored.. | 25.0 |
| Youthful spirit..... | 4.2 |
| Vital interest in boys and girls..... | 4.2 |
| Ability to interest faculty and pupils in a given project..... | 4.2 |

The sponsors were asked to indicate the nature and extent of the experience and training which they had had in directing extracurriculum activities. Unfortunately a large proportion of the sponsors failed to furnish this information. However, of the 102 sponsors who indicated previous general experience in directing extracurriculum activities, 24.5 per cent reported 5 or 6 years of experience, 15.8 per cent reported between 10 and 15 years, and the rest reported experience ranging from 1 year to more than 20 years. The average number of years of specific experience in directing the type of club which was being sponsored at the time the report was made ranged from 1 to 12 years. The average number of years of general, and of specific experience for the sponsors in the various groups of activities are shown in Table 58. It will be noted that the sponsors of the special interest or hobby clubs have had the smallest amount and the sponsors of the musical activities have had the largest amount of experience. The sponsors in Group I have had a great deal of general experience, more than those in any other group, but they rank fourth in specific experience, being surpassed by the sponsors in Groups III, V, and VI.

A small number of sponsors indicated general and specific training in directing extracurriculum activities, but more than three-fourths of these sponsors failed to indicate the nature and extent of this training. However, special courses of

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training in directing clubs at the Y. M. C. A. and Y. W. C. A. schools and camps, and at teachers colleges were reported by these sponsors. The training available at teacher-training institutions at the present time is probably meager, a fact undoubtedly influencing the amount of training reported by the sponsors.

TABLE 58.—Average number of years of general and specific experience of sponsors in directing extracurriculum activities

| Group | Years of experience | | Group | Years of experience | |
|----------|---------------------|----------|----------|---------------------|----------|
| | General | Specific | | General | Specific |
| I..... | 9.8 | 5.7 | V..... | 7.5 | 6.4 |
| II..... | 8.0 | 5.6 | VI..... | 9.1 | 8.7 |
| III..... | 8.5 | 5.9 | VII..... | 5.4 | 3.8 |
| IV..... | 9.2 | 4.2 | All..... | 7.4 | 4.1 |

Although most sponsors indicated that they were directing clubs closely related to the subject which they were teaching in the regular curriculum, this was not the case with 156 sponsors. A number of the sponsors in Groups I, II, and VII were directing clubs not related to the subjects being taught. An examination of the qualifications of these sponsors shows that in more than two-thirds of the cases the sponsors have participated in similar activities in college; 40 per cent have had an average of 4.6 years of specific experience in directing clubs, and 27.6 per cent have had an average of 7.1 years of general experience. A small number have had both specific and general training in directing extracurriculum activities.

Subjects taught by sponsors.—Nearly a fifth of the sponsors were members of the English department. This department furnishes a larger number of sponsors than any other single department. Within the different groups of activities, however, wide variations are found. Nearly 75 per cent of the sponsors in Group V, the dramatic, literary, and forensic activities, and more than 75 per cent of the sponsors in the publication and journalistic group are instructors in English. The next largest group of sponsors are instructors in departments of social studies; 12 per cent of all the sponsors reporting come from this field. About 10 per cent of the sponsors

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come from the music department, while the other departments rank in the following order in the number of sponsors which they furnish: Industrial arts, science, foreign languages, mathematics, household arts, drawing, physical education and health, and commercial studies. In a few cases the librarian, school nurse, assistant principal, dean of students, and school counsellor serve as sponsors.

Among the group of sponsors who are in charge of clubs not closely related to the subject which they teach, the largest number come from the English department; 21.4 per cent come from the social science department, and more than 20 per cent from the mathematics department.

Teaching schedule and extra compensation for sponsors.—The practice of relieving teachers of regular instructional or academic duties for the purpose of sponsoring extracurriculum activities is not found to any great extent. More than 85 per cent of the sponsors indicated that they were not relieved of any of their regular duties for the work of the organizations. In the group of publication and journalistic activities an exception is seen to this general practice. Here, nearly half of the sponsors are relieved of some regular duties in lieu of the work of sponsoring the publications. However, this is the only group of sponsors in which the practice is found to any marked degree.

A few of the sponsors whose duties were considered exceptionally heavy were relieved of a period of classroom teaching and assigned to a period of study hall or study room duty instead.

Only 8 of the entire 606 sponsors indicated that they received extra compensation for their duties as sponsors. It seems from these responses that the work of sponsoring extracurriculum clubs and activities is almost universally considered a regular part of the duties of instructors in high schools.

Time devoted to the work of sponsoring clubs.—The work of sponsoring extracurriculum activities makes demands on the time of sponsors, in a large number of cases, both in and out of the regular school day. The time that is set aside by the school administrators for the program of activities determines to a great extent the amount of time devoted by sponsors to

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the clubs. However, in many cases it is impossible for sponsors to perform all the work connected with their clubs during this time.

Two hundred and twenty-nine sponsors (37.8 per cent) who devote time during the school day only to the work of their clubs reported an average of 3.2 hours per week for this work. The averages for the groups of sponsors ranged from 52 minutes for the sponsors of the clubs in Group VII to more than 4 hours for the sponsors of the publications organizations. One hundred and fifty-three sponsors (25.2 per cent) who devote time outside the regular school hours only to the work of the clubs reported an average of 2 hours per week. This ranged from 1.1 hours for the sponsors of musical organizations to 4.6 hours for the sponsors of the publications activities. Most of these sponsors devote between 1 and 2 hours a week outside the regular school hours to the work of their clubs. Two hundred and twenty-four sponsors (37 per cent) who devote time both during and outside the regular school day reported an average of 4.4 hours per week to the clubs, the range in averages for the various groups of sponsors being from 2.5 hours for Group VII to more than 13 hours per week for the publication organizations.

It is seen from these data that the time devoted to the work of sponsoring extracurriculum activities has become of considerable importance, especially in the case of the publication and journalistic activities.

Hindering factors in the work of extracurriculum activities.—A few of the sponsors indicated that the work of their clubs was handicapped by certain factors within the school. A large number of the sponsors (113) feel that they are hindered in their work by the provision of too many extracurriculum activities for high-school pupils. Another group of sponsors believes that the regular work of the school is so heavy that the pupils can not carry on their extracurriculum activities, while smaller groups report a variety of hindering factors. The factors reported by the sponsors, and the per cent of sponsors mentioning each factor are shown in Table 59. A few individual illustrations taken from the reports of the sponsors will supply additional information regarding the

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factors that are considered a handicap to the work of these activities in some cases.

In one school pupils are assigned to clubs on the basis of the choices made by the pupils. In many cases, although the pupils are permitted to choose the clubs which they want to attend, pupils find themselves in uncongenial groups, or in clubs in which they have little interest or ability. The sponsors of the clubs in this school have indicated that very little guidance is given pupils concerning the extracurriculum activities, and that pupils choose blindly because they are compelled to choose some club. Consequently, the work in several of the clubs in this school is not progressing smoothly and effectively.

TABLE 59.—*Factors that hinder the work of the sponsors and percentages of sponsors mentioning each factor*

| <i>Hindering factors</i> | <i>Percentages of sponsors</i> |
|---|--------------------------------|
| Time of members taken up by other extracurriculum activities..... | 60. 1 |
| Time of members taken up by school work..... | 31. 2 |
| Time of members taken up by home duties..... | 13. 9 |
| Lack of time of sponsor for the duties of the club..... | 12. 4 |
| Lack of definite time or place for meetings..... | 11. 9 |
| Lack of financial support for the clubs..... | 11. 4 |
| Students' opinions unfavorable to extracurriculum activities..... | 4. 1 |
| Lack of administrative cooperation..... | 4. 0 |

In another school an intense spirit of competition has grown up among the clubs for the purpose of securing and holding members. The energetic and popular clubs in this school are those that furnish the best entertainment, social activities (dances, games, etc.), and the best refreshments. Clubs that attempt to do more than entertain their members soon find only a small number of members attending the meetings.

The sponsors in another school indicated that often the officers of the clubs attempt to secure their positions only for the publicity to be gained through the "write-ups" and pictures of the club officers in the school annual.

In another school the sponsors complained of the irresponsibility of the members and officers. The sponsors in other schools feel that their clubs would be more effective if more time were permitted for club meetings and a little financial

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support were received from the school. An examination of these statements of the sponsors shows that in many cases proper administrative direction would probably remove the cause of the complaints.

7. SUMMARY

The data secured from the study of 606 individual activities in 24 secondary schools selected for intensive study show that activities of the different types are distributed unevenly among the different schools. Variation in the proportion of activities of the different types among the schools should be expected, but extreme variation, such as was found among the 24 schools studied suggests the absence of guiding principles in the organization and administration of activity programs in the majority of the schools.

Approximately a third of the clubs studied were definitely related to the regular curriculum, indicating a tendency to develop programs of activities in response to pupil interests instead of faculty demands. Less than a third of the clubs have adopted written constitutions, indicating further that the majority of the activities are organized and conducted somewhat informally. Information secured from an analysis of the constitutions and the statements of purpose given by the sponsors and administrative officers shows that the leading objectives of the activities are: "Extending the interests already aroused in specific activities," "Arousing interests in specific types of activities," and "Providing desirable means of utilizing leisure time under school direction." The data clearly indicate a need for the broadening of the purposes of extracurriculum activities in most of the schools.

Analysis of the membership lists of the individual activities reveals that approximately two-thirds of the clubs admit both boys and girls, that the average membership per club is nearly 40, and that girls outnumber boys by about 15 per cent. About half of the clubs have found it necessary to limit membership and among these the present membership is approximately 95 per cent of the maximum membership. Grade restrictions are applied to membership in activities in some of the schools with results unsatisfactory

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to pupils in the grades discriminated against. This method of regulating membership is detrimental to school morale unless similar activities are provided for the pupils banned by the restrictions.

Further analysis of the practices of the sponsors of individual activities in the 24 schools considered to have made substantial progress in the organization and administration of nonathletic extracurriculum activities reveals a decided need for self-examination and internal evaluation designed to ascertain the extent to which the maximum benefits of the activities are realized for the pupils through present programs and to lay the foundation for substantial improvement in those programs.

CHAPTER IV : INTERSCHOLASTIC NONATHLETIC CONTESTS IN SELECTED SCHOOLS

1. SCOPE OF THE INTERSCHOLASTIC NONATHLETIC PROGRAM

Extent of participation and nonparticipation.—The literature of extracurriculum activities indicates that the greatest obstacle to the achievement of the values claimed for activities is limitation of participation.¹ This question is in most schools likely to be more acute in interscholastic than in intramural activities. In order to secure data on the question each of the same 224 schools responding to the inquiry reported in Chapter II was asked to indicate the kind and number of interscholastic nonathletic contests, tournaments, and meets in which pupils participated during the school year 1929-30. The percentages of schools participating and not participating in such contests are shown by groups in Figure 19. The range of participation in the different school groups is from 40.6 per cent in the junior high schools to 100 per cent in the senior high schools. The variation among the schools in the different geographical divisions is slight, being only 5.2 per cent. In the enrollment groups the variation ranges from 61.1 per cent for schools with enrollments of 751-2,000 to 85.2 per cent for schools with enrollments of 100 and fewer. The low percentages of pupil participation for the schools with enrollments of 301 to 2,000 is explained by the fact that most of the junior high schools, which have the lowest percentage of participation, fall within the enrollment limits, 301-2,000 (median, 950).

Pupils in different school groups practicing for and participating in nonathletic interscholastic contests during 1929-30.—The number of pupils practicing for participation in the 158 schools which permit pupils to participate in interscholastic nonathletic contests (excluding tournaments and meets) and the number actually participating in such contests during the school year 1929-30 are shown in Table 60.

¹ Koos, Leonard V. Analysis of the General Literature on Extracurriculum Activities. Twenty-Fifth Yearbook, National Society for the Study of Education, Part II, p. 13, 1926.

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Of the 32 types of contests reported by the schools, a total of 575 contests were practiced for, or an average of 3.7 contests per school, and 467 contests were participated in, or an average of approximately 3 contests per school. A total of 30,782 pupils (approximately 30 per cent of the enrollment) practiced for competition in interscholastic non-athletic contests during the school year 1929-30, and 10,202

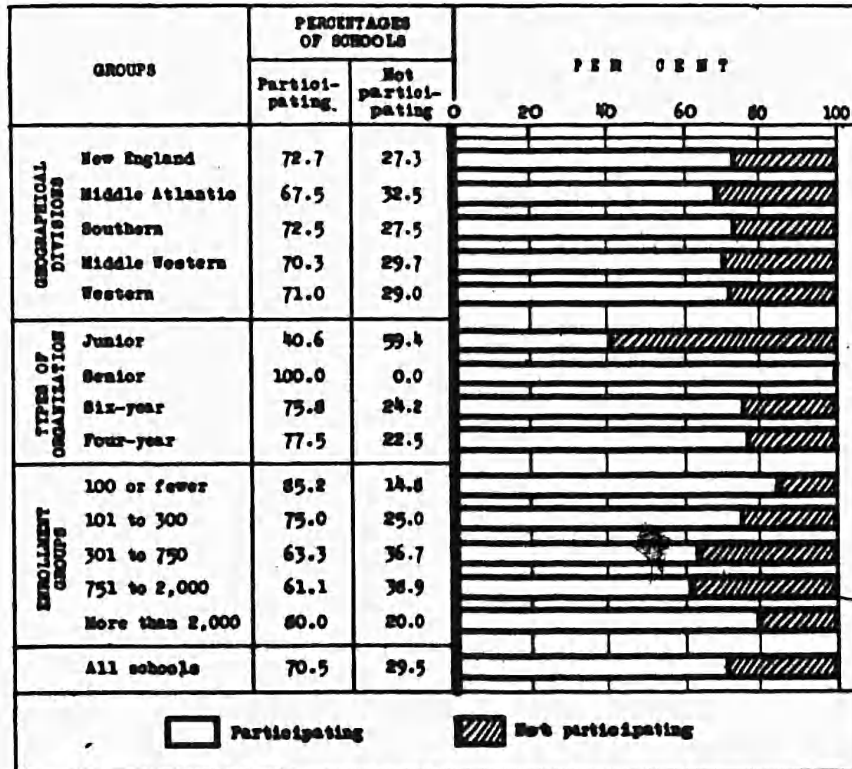


FIGURE 19.—Percentages of schools in different groups participating and not participating in nonathletic interscholastic contests, tournaments, and meets during the school year, 1929-30

(approximately 10 per cent of the enrollment) actually participated.

The activities providing practice for the largest number of pupils are health, publications, glee clubs, choruses, and oratory, and the activities permitting the largest number of pupils to participate in contests are glee clubs, choruses, publications, scholarship contests, and band. The 10 activities offering the greatest amount of participation (including practice for and participation in contests) are in

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TABLE 60.—Number of nonathletic interscholastic contests (exclusive of tournaments and meets) and number of pupils participating during school year 1929-30. (Activities are listed in order of number of contests practiced for)

| Type of contest | Number of contests practiced for | Number of pupils practicing for contests | Number of contests participated in | Number of pupils participating in contests |
|--------------------------------|----------------------------------|--|------------------------------------|--|
| 1 | 2 | 3 | 4 | 5 |
| Debate..... | 69 | 1,380 | 64 | 708 |
| Oratory..... | 64 | 2,046 | 58 | 629 |
| Declamation..... | 45 | 1,329 | 40 | 365 |
| Glee clubs..... | 44 | 2,652 | 33 | 1,613 |
| Publications..... | 38 | 2,087 | 31 | 1,068 |
| Band..... | 38 | 1,547 | 27 | 862 |
| Vocal solo..... | 33 | 350 | 28 | 164 |
| Instrument solo..... | 30 | 306 | 23 | 73 |
| Orchestra..... | 30 | 1,117 | 21 | 678 |
| Art..... | 27 | 981 | 14 | 563 |
| Scholarship..... | 26 | 1,966 | 23 | 927 |
| Chorus..... | 25 | 2,051 | 18 | 1,068 |
| Dramatic reading..... | 25 | 426 | 22 | 282 |
| Extempore speaking..... | 20 | 263 | 16 | 60 |
| Exhibits..... | 18 | 1,362 | 13 | 375 |
| Small vocal ensemble..... | 15 | 212 | 14 | 125 |
| Essays..... | 5 | 1,799 | 3 | 131 |
| Small instrument ensemble..... | 4 | 23 | 3 | 9 |
| Spelling..... | 3 | 1,918 | 3 | 40 |
| Commercial..... | 2 | 26 | 1 | 15 |
| Health..... | 2 | 5,938 | 1 | 20 |
| Musical readings..... | 2 | 18 | 2 | 8 |
| Dramatics..... | 1 | 18 | 1 | 8 |
| Typing..... | 1 | 30 | 1 | 17 |
| Stenography..... | 1 | 20 | 1 | 15 |
| Chemistry..... | 1 | 9 | 1 | 6 |
| Stock judging..... | 1 | 9 | 1 | 9 |
| Marbles..... | 1 | 500 | 1 | 2 |
| 4-H..... | 1 | 20 | 1 | 12 |
| Manual arts..... | 1 | 50 | 0 | 0 |
| Play day..... | 1 | 270 | 1 | 270 |
| B.O.T.C..... | 1 | 90 | 1 | 90 |
| Total..... | 575 | 30,782 | 457 | 10,202 |

order of frequency health clubs, glee clubs, publications, choruses, scholarship contests, oratory, band, debate, spelling, and essays. The activities providing the lowest amount of participation in practice and contests are in order of frequency chemistry contests, stock judging, musical readings, dramatics, 4-H contests, small instrument ensemble, commercial contests, typing, and manual arts.

Intracity and intercity nonathletic contests held during 1929-30.—Of the interscholastic nonathletic contests (excluding tournaments and meets) two types include all the cases

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reported, namely, intracity and intercity competitions. It is shown in Table 61 that 574 intracity contests and 785 intercity contests were held during the year 1929-30, a total of 1,359 contests. The largest number of contests (360) was held in debate and the smallest number (1) in chemistry, marbles, musical readings, 4-H work, manual arts, play day, and R.O.T.C. The 10 activities providing the greatest number of contests are debate, oratory, declamation, vocal solo, scholarship contests, glee clubs, publications, instrumental solo, art, and band. Reference to Table 60 shows that some of the activities providing the greatest number of contests are relatively low in extent of actual pupil participation, e.g., debate and oratory in contrast with glee clubs and publications.

TABLE 61.—Number of intracity and intercity interscholastic nonathletic contests (exclusive of tournaments and meets) held during school year 1929-30. (Activities are listed in order of number of contests participated in)

| Type of contest | Intra-city contests | Inter-city contests | Total contests | Type of contest | Intra-city contests | Inter-city contests | Total contests |
|---------------------------|---------------------|---------------------|----------------|--------------------------------|---------------------|---------------------|----------------|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Debate..... | 144 | 216 | 360 | Small instrument ensemble..... | 1 | 3 | 4 |
| Oratory..... | 47 | 91 | 138 | Spelling..... | 2 | 2 | 4 |
| Declamation..... | 35 | 78 | 113 | Dramatics..... | 2 | 0 | 2 |
| Vocal solo..... | 41 | 48 | 89 | Health..... | 2 | 0 | 2 |
| Scholarship..... | 34 | 55 | 89 | Musical readings..... | 0 | 2 | 2 |
| Glee clubs..... | 26 | 37 | 63 | Typing..... | 1 | 1 | 2 |
| Publications..... | 25 | 37 | 62 | Stenography..... | 1 | 1 | 2 |
| Instrument solo..... | 26 | 34 | 60 | Stock judging..... | 1 | 1 | 2 |
| Art..... | 41 | 23 | 64 | Marbles..... | 1 | 0 | 1 |
| Band..... | 23 | 28 | 51 | Play day..... | 1 | 0 | 1 |
| Dramatic reading..... | 22 | 23 | 45 | R.O.T.C..... | 1 | 0 | 1 |
| Extempore speaking..... | 13 | 29 | 42 | Chemistry..... | 0 | 1 | 1 |
| Orchestra..... | 24 | 17 | 41 | 4-H..... | 0 | 1 | 1 |
| Chorus..... | 14 | 18 | 32 | Manual arts..... | 0 | 1 | 1 |
| Exhibits..... | 12 | 13 | 25 | | | | |
| Small vocal ensemble..... | 9 | 13 | 22 | | | | |
| Essays..... | 9 | 8 | 17 | | | | |
| Commercial..... | 0 | 4 | 4 | Total..... | 574 | 785 | 1,359 |

Schools entering pupils for competition in nonathletic tournaments and meets during 1929-30.—The various types of interscholastic nonathletic tournaments and meets in which the 158 schools participated during the school year 1929-30 are shown in Table 62. The largest number (142) of such activities were of the district type and were sponsored by State

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TABLE 62.—Number of schools entering pupils in various nonathletic tournaments and meets during school year 1929-30. (Activities are listed in order of total contests held)

| Type of contest | National | Intracity | Intracity | | | | | | | | Total |
|--------------------------------|----------|-----------|---------------------|-------|--|-------|---------------------|---------------------------------|-------|-----|-------|
| | | | Privately sponsored | | Sponsored by colleges and universities | | Sponsored by county | Sponsored by State associations | | | |
| | | | District | State | District | State | | District | State | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Oratory..... | | 13 | 14 | 9 | 7 | 3 | 13 | 18 | 4 | 81 | |
| Declamation..... | | 8 | 7 | 2 | 5 | 4 | 13 | 18 | 3 | 60 | |
| Instrumental solo..... | | 7 | 8 | 2 | 8 | 5 | 10 | 12 | 6 | 58 | |
| Debate..... | | 14 | 6 | 1 | 8 | 7 | 4 | 13 | 2 | 55 | |
| Vocal solo..... | | 7 | 4 | | 6 | 2 | 11 | 13 | 5 | 48 | |
| Dramatic reading..... | | 4 | 4 | 1 | 4 | 2 | 13 | 16 | 2 | 46 | |
| Glee clubs..... | | 5 | 3 | | 5 | 2 | 6 | 11 | 5 | 37 | |
| Publications..... | | 6 | 2 | 6 | 4 | 11 | 1 | 2 | 5 | 37 | |
| Scholarship..... | | 5 | 2 | | 6 | 6 | 4 | 5 | 2 | 30 | |
| Extempore speaking..... | | 2 | 3 | | 7 | 2 | 3 | 7 | | 24 | |
| Exhibits..... | | 7 | 3 | 1 | 1 | 1 | 7 | 2 | 1 | 23 | |
| Band..... | | 8 | 1 | 2 | 1 | 1 | | 5 | 2 | 20 | |
| Chorus..... | | 4 | 3 | | 1 | 1 | 6 | 2 | 1 | 18 | |
| Small vocal ensemble..... | | 1 | 2 | | 3 | 1 | 2 | 5 | 2 | 16 | |
| Orchestra..... | | 3 | 1 | 1 | | | 1 | 4 | 6 | 16 | |
| Essays..... | | 2 | | 1 | 1 | 1 | 1 | 2 | 1 | 9 | |
| Musical readings..... | | | | | | | 3 | 3 | 2 | 8 | |
| Small instrument ensemble..... | | 1 | 3 | | | | | 1 | 2 | 7 | |
| Art..... | 1 | 3 | | | | 1 | | 2 | | 7 | |
| Spelling..... | | 1 | 2 | 1 | | | 3 | | | 7 | |
| Stock judging..... | | | | 1 | 1 | 1 | | | | 3 | |
| Typing..... | | 1 | | | | | 1 | | 1 | 3 | |
| Dramatics..... | | 1 | | | | | | | | 1 | |
| Vocational demonstration..... | | | 1 | | | | | | | 1 | |
| Latin tournament..... | | | | | | | | 1 | | 1 | |
| Musical contests..... | 1 | | | | | | | | | 1 | |
| Commercial..... | | | | | 1 | | | | | 1 | |
| Stenography..... | | 1 | | | | | | | | 1 | |
| Total..... | 2 | 104 | 69 | 28 | 69 | 51 | 102 | 142 | 53 | 619 | |

associations of high schools, and the smallest number (2) were national in scope. The data presented in Table 62 show a marked preference for the district and county competitions as opposed to State and national competitions. A considerable number of contests (104) were arranged between individual schools (intracity). Considering all the contests sponsored by some agency (private, college, county, or State association) we find that 382 were of the district type and

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131 of the State type. The activities having the largest number of contests were oratory (81), declamations (60), instrumental solos (58), debate (55), vocal solos (48), dramatic reading (46), publications (37), extemporaneous speaking (24), exhibits (23), and band (20). The activities in which there were single contests only were dramatics, vocational demonstrations, Latin tournament, musical contest, commercial contest, and stenographic contest.

TABLE 63.—Number of pupils participating in various nonathletic tournaments and meets during 1929-30. (Activities are listed in order of number of pupils participating)

| Type of contest | National | Intracity | Inter-city | | | | | | | Total |
|--------------------------------|----------|-----------|---------------------|-------|--|-------|---------------------|---------------------------------|-------|-------|
| | | | Privately sponsored | | Sponsored by colleges and universities | | Sponsored by county | Sponsored by State associations | | |
| | | | District | State | District | State | | District | State | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Glee clubs..... | | 345 | 158 | | 177 | 52 | 188 | 351 | 198 | 1,469 |
| Band..... | | 325 | 45 | 110 | 25 | 35 | | 181 | 87 | 808 |
| Chorus..... | | 250 | 186 | | 33 | 32 | 124 | 40 | 24 | 699 |
| Exhibits..... | | 212 | 3 | 1 | 1 | 25 | 220 | 2 | 200 | 664 |
| Orchestra..... | | 80 | 70 | 50 | | | 14 | 126 | 234 | 574 |
| Publications..... | | 269 | 50 | 50 | 46 | 76 | 1 | 47 | 44 | 573 |
| Debate..... | | 129 | 49 | 2 | 34 | 38 | 12 | 110 | 13 | 387 |
| Scholarship..... | | 167 | 20 | | 66 | 18 | 38 | 41 | 3 | 355 |
| Oratory..... | | 47 | 50 | 31 | 16 | 3 | 16 | 22 | 6 | 191 |
| Instrument solo..... | | 24 | 33 | 2 | 33 | 13 | 16 | 43 | 9 | 173 |
| Small vocal ensemble..... | | 15 | 9 | | 17 | 8 | 44 | 44 | 20 | 154 |
| Declamation..... | | 44 | 15 | 3 | 8 | 4 | 23 | 49 | 3 | 140 |
| Latin tournaments..... | | | | | | | | 125 | | 125 |
| Vocal solo..... | | 33 | 12 | | 11 | 5 | 20 | 23 | 5 | 109 |
| Dramatic reading..... | | 12 | 4 | 5 | 4 | 5 | 20 | 34 | 2 | 96 |
| Art..... | 20 | 37 | | | | 3 | | 29 | | 89 |
| Musical readings..... | | | | | | | 20 | 20 | 16 | 56 |
| Extempore speaking..... | | 11 | 3 | | 16 | 2 | 3 | 9 | | 44 |
| Essays..... | | 21 | | 1 | 1 | 1 | 6 | 3 | 1 | 34 |
| Typing..... | | 15 | | | | | 10 | | 4 | 29 |
| Small instrument ensemble..... | | 4 | 14 | | | | | 3 | 4 | 25 |
| Spelling..... | | 2 | 2 | 1 | | | 17 | | | 22 |
| Stock judging..... | | | | 6 | 3 | 10 | | | | 19 |
| Stenography..... | | 15 | | | | | | | | 15 |
| Dramatics..... | | 8 | | | | | | | | 8 |
| Vocational demonstration..... | | | | 3 | | | | | | 3 |
| Musical contests..... | 1 | | | | | | | | | 1 |
| Commercial..... | | | | | 1 | | | | | 1 |
| Total..... | 21 | 2,055 | 723 | 265 | 494 | 330 | 312 | 1,302 | 573 | 6,575 |

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Pupils participating in nonathletic tournaments and meets during 1929-30.—The number of pupils participating in the 619 tournaments and meets reported in Table 62 is given in Table 63. The intracity competitions lead in number of pupils participating (2,055), or an average of approximately 2 per cent of the total enrollment in the schools, and the privately sponsored State meets are the lowest with 265 or an average of 0.27 per cent. The total number of pupils participating in the 619 different tournaments and meets is 6,875, or an average of approximately 7.25 per cent of the total enrollment. The greatest amount of participation in the activities of the tournaments and meets is found in glee clubs, band, instrumental solos, exhibits, orchestra, publications, debate, and scholarship contests.

2. FINANCIAL SUPPORT OF INTERSCHOLASTIC NONATHLETIC ACTIVITIES

Sources of funds for the support of nonathletic interscholastic activities.—Since the cost of interscholastic activities is usually greater than of intramural, the sources of funds for the support of interscholastic activities presents an important problem in administration in many schools. The data assembled in Table 64 show that 45 per cent of the schools in the different groups support interscholastic nonathletic contests by one of four methods, namely, contribution of board of education (4.4 per cent), sale of tickets (17.1 per cent), dues collected from pupils (10.8 per cent), and the general school fund for all extracurriculum activities (12.7 per cent). Twenty-eight per cent of the schools combine two or more of the foregoing methods and 16.1 per cent employ miscellaneous other methods for securing support of interscholastic nonathletic activities. The schools of the Middle Atlantic and Western divisions secure no support from boards of education, and the New England schools, junior high schools, and schools with enrollments in excess of 2,000 pupils secure no support from general funds for all extracurriculum activities. The schools of the New England and Middle Atlantic divisions favor the combination of ticket sale and pupil dues to other methods; the Southern division, either ticket sale or pupil dues; the

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Middle Western division, ticket sale or general fund; and the Western division, ticket sale and the combination of ticket sale and pupil dues. The Southern and Middle Western groups show the greatest variation in the use of methods of financing the interscholastic contests. The modal practice for supporting interscholastic activities in the junior high schools, 4-year high schools, schools with enrollments of 100 and fewer, and schools with enrollments of 301-750 is sale of tickets; in the senior high schools and in schools with enrollments of 101-300, 751-2,000, and more than 2,000 sale of tickets and pupil dues combined; and in the 6-year high schools the central fund for all extracurriculum activities. The data reveal no single outstanding practice of supporting interscholastic nonathletic contests, although the sale of tickets alone and in combination with pupil dues finds nearly as extensive usage as all the other plans combined.

TABLE 64.—Percentages of schools in different groups utilizing various sources of funds for support of nonathletic interscholastic contests

| Groups | Source of funds | | | | | | | | No funds | Not specified | Miscellaneous ^a |
|--------------------------------|--------------------|-------------|------------|--------------|------------------------------------|----------------------------|------------------------------|---|----------|---------------|----------------------------|
| | Board of education | Ticket sale | Pupil dues | General fund | Board of education and ticket sale | Ticket sale and pupil dues | Ticket sale and general fund | Ticket sale, pupil dues, and general fund | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Geographical divisions: | | | | | | | | | | | |
| New England..... | 3.7 | 12.5 | 12.5 | | | 31.3 | | 12.5 | 12.5 | 6.3 | 12.6 |
| Middle Atlantic..... | | 14.8 | 3.7 | 11.1 | | 22.2 | | 7.4 | | 11.1 | 25.9 |
| Southern..... | 10.3 | 17.2 | 17.2 | 10.3 | 3.5 | 10.3 | 3.5 | 3.5 | 3.5 | | 20.9 |
| Middle Western..... | 4.7 | 18.8 | 12.5 | 17.2 | 10.9 | 7.8 | 4.7 | 1.6 | 4.7 | 9.4 | 7.9 |
| Western..... | | 18.2 | 4.6 | 13.6 | | 18.2 | 4.6 | 9.1 | | 4.6 | 27.4 |
| Types of organizations: | | | | | | | | | | | |
| Junior..... | 11.6 | 23.1 | 11.5 | | 3.9 | 3.9 | | 7.7 | 7.7 | 15.4 | 15.6 |
| Senior..... | 2.6 | 18.4 | 2.6 | 15.8 | 5.3 | 23.7 | 2.6 | 2.6 | | 10.5 | 15.7 |
| 6-year..... | 4.0 | 8.0 | 8.0 | 28.0 | 8.0 | 12.0 | | 4.0 | 4.0 | | 24.0 |
| 4-year..... | 2.9 | 17.4 | 15.9 | 10.1 | 4.4 | 14.5 | 5.8 | 5.8 | 4.4 | 4.4 | 14.8 |
| Enrollment groups: | | | | | | | | | | | |
| 100 and fewer..... | 4.4 | 26.1 | 17.4 | 13.0 | 8.7 | 4.4 | 8.7 | 4.4 | | | 13.2 |
| 101 to 300..... | 2.8 | 11.1 | 11.1 | 11.1 | 11.1 | 16.7 | 2.8 | 5.6 | | 2.8 | 25.2 |
| 301 to 750..... | 3.2 | 19.4 | 6.5 | 12.9 | 3.2 | 3.2 | 3.2 | 3.2 | 9.7 | 3.2 | 32.1 |
| 751 to 2,000..... | 4.6 | 18.2 | 9.1 | 13.6 | 2.3 | 22.7 | 2.3 | 6.8 | 2.3 | 11.4 | 6.9 |
| More than 2,000..... | 6.3 | 12.5 | 6.3 | 12.5 | | 25.0 | | 6.3 | 12.5 | 18.8 | |
| All schools..... | 4.4 | 17.1 | 10.8 | 12.7 | 5.1 | 14.6 | 3.2 | 5.1 | 3.8 | 7.0 | 16.1 |

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TABLE 65.—Percentages of schools in different groups controlling the financing of nonathletic interscholastic contests through various officers

| Group | Officers in control of finance | | | | | | No funds | Not specified | Miscellaneous |
|--------------------------------|--------------------------------|-------------------|-------------------------|----------------------------|------------------|--|----------|---------------|---------------|
| | Principal | Faculty committee | Faculty-pupil committee | General activity treasurer | School treasurer | Principal and general activity treasurer | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 18.8 | ..... | 6.3 | 6.3 | ..... | 6.3 | 12.5 | 6.3 | 42.0 |
| Middle Atlantic..... | 29.6 | ..... | 7.4 | 3.7 | 14.8 | ..... | ..... | 14.8 | 29.6 |
| Southern..... | 31.0 | 10.3 | 3.5 | 13.8 | 10.3 | 6.9 | 3.5 | ..... | 21.0 |
| Middle Western..... | 29.7 | 6.3 | 1.6 | 7.8 | 4.7 | 7.8 | 4.7 | 9.4 | 28.2 |
| Western..... | 40.9 | ..... | 4.6 | 13.6 | 4.6 | 9.1 | ..... | 4.6 | 23.0 |
| Types of organization: | | | | | | | | | |
| Junior..... | 34.6 | 7.7 | 3.9 | 11.5 | ..... | ..... | 7.7 | 19.2 | 15.6 |
| Senior..... | 23.7 | 5.3 | ..... | 13.2 | 13.2 | 10.5 | ..... | 10.5 | 23.7 |
| 6-year..... | 36.0 | 4.0 | 8.0 | 4.0 | 8.0 | 12.0 | 4.0 | ..... | 24.0 |
| 4-year..... | 30.4 | 2.9 | 4.4 | 7.3 | 5.8 | 4.4 | 4.4 | 4.4 | 37.0 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | 43.5 | 8.7 | ..... | 4.4 | ..... | 8.7 | ..... | ..... | 34.9 |
| 101 to 300..... | 38.9 | 2.8 | 8.3 | 11.1 | 5.6 | ..... | ..... | 5.6 | 28.0 |
| 301 to 750..... | 29.0 | 3.2 | 6.5 | 16.1 | 12.9 | 9.7 | 9.7 | 3.2 | 9.6 |
| 751 to 2,000..... | 18.2 | 2.3 | 2.3 | 6.8 | 9.1 | 9.1 | 2.3 | 9.1 | 41.3 |
| More than 2,000..... | 25.0 | 6.3 | ..... | 6.3 | 6.3 | ..... | 12.5 | 18.8 | 25.2 |
| All schools..... | 30.4 | 4.4 | 3.8 | 8.9 | 7.0 | 6.3 | 3.8 | 7.6 | 27.6 |

Officers controlling funds required for nonathletic interscholastic contests.—The officer in direct control of the financing of interscholastic nonathletic contests is seen in Table 65 to be the principal in almost a third of the schools. Other officers are utilized with varying degrees of frequency in most of the school groups. The schools with enrollments of 301–750 lead in control through the general activity treasurer, and the schools in the Middle Atlantic division lead in control through the school treasurer. The schools with enrollments of 101–300 have the highest frequency in control through faculty committees, and the schools with enrollments of 301–750 lead in administration by faculty-pupil committees. The New England division leads all groups in the use of miscellaneous practices. A small percentage of the schools either had no funds for promoting interscholastic contests or failed to specify practices.

Accounting practices with respect to funds.—In accounting for funds used in the support of interscholastic nonathletic

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activities, 65.2 per cent of the schools follow the practice of auditing the funds regularly and 17.1 per cent do not. Three and eight-tenths per cent of the schools reported no funds, 1.3 per cent reported that each pupil defrayed his own expenses, and 12.7 per cent did not specify a practice. The data presented in Table 66 show that the practice of regular auditing of funds is followed to the greatest extent in the schools of the Southern division, by the 6-year high schools, and by the small schools enrolling 100 or fewer pupils. The practice of regular auditing is least observed in the schools in the Middle Atlantic division, the junior high schools, and the large schools with enrollments in excess of 2,000 pupils.

TABLE 66.—Percentages of schools in different groups reporting various practices with respect to auditing of interscholastic funds

| Groups | Practices | | | No funds | Practice not specified |
|--------------------------------|-------------------------|-----------------------------|-------------------------|----------|------------------------|
| | Funds audited regularly | Funds not audited regularly | Pupils pay own expenses | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Geographical divisions: | | | | | |
| New England..... | 62.5 | 6.3 | 6.3 | 12.5 | 12.5 |
| Middle Atlantic..... | 59.3 | 29.6 | | | 11.1 |
| Southern..... | 72.4 | 20.7 | | 3.5 | 3.5 |
| Middle Western..... | 60.9 | 15.6 | 1.6 | 4.7 | 17.2 |
| Western..... | 77.3 | 9.1 | | | 13.6 |
| Types of organization: | | | | | |
| Junior..... | 53.9 | 15.4 | 3.9 | 7.7 | 19.2 |
| Senior..... | 63.2 | 15.8 | | | 21.1 |
| 6-year..... | 76.0 | 20.0 | | 4.0 | |
| 4-year..... | 66.7 | 17.4 | 1.5 | 4.4 | 10.1 |
| Enrollment groups: | | | | | |
| 100 and fewer..... | 82.6 | 8.7 | | | 8.7 |
| 101 to 300..... | 58.3 | 30.6 | 2.8 | | 8.3 |
| 301 to 750..... | 61.3 | 19.4 | 3.2 | 9.7 | 6.5 |
| 751 to 2,000..... | 72.7 | 9.1 | | 2.3 | 15.9 |
| More than 2,000..... | 50.0 | 12.5 | | 12.5 | 25.0 |
| All schools..... | 65.2 | 17.1 | 1.3 | 3.8 | 12.7 |

9. MEMBERSHIP OF SCHOOLS IN INTERSCHOLASTIC ASSOCIATIONS

Schools holding and not holding membership in associations or leagues sponsoring interscholastic contests.—The adoption of a program of interscholastic activities by a secondary school necessitates the establishment of relations with other schools. This is facilitated through membership on the part of the school in interscholastic organizations or associations designed

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to promote interscholastic contests among schools of similar interests and class or of convenient geographical location. Fully half of the 224 schools studied hold membership in associations or leagues designed to sponsor contests in interscholastic nonathletic activities. (Table 67.) The school groups which lead in holding such membership are the Middle Western and Southern divisions, the 6-year high schools, and the enrollment group 101-300. The New England and Middle Atlantic divisions, the junior high schools, and the large schools with enrollments of more than 2,000 are lowest in order of mention in percentage of schools not holding membership in interscholastic associations.

In the junior-senior and undivided 5-year or 6-year high-school types of schools the junior high school grades are allowed to participate in 56 per cent of the schools and are not allowed to participate in 24 per cent. In a few schools the ninth grade is allowed to participate, but not the seventh and eighth grades.

TABLE 67.—Percentages of schools in different groups holding and not holding membership in associations or leagues sponsoring interscholastic nonathletic contests

| Groups | Per cent holding membership | Per cent not holding membership | Per cent not specifying practice |
|-------------------------|-----------------------------|---------------------------------|----------------------------------|
| 1 | 2 | 3 | 4 |
| Geographical divisions: | | | |
| New England..... | 6.3 | 75.0 | 18.8 |
| Middle Atlantic..... | 37.0 | 55.6 | 7.4 |
| Southern..... | 62.1 | 31.0 | 6.9 |
| Middle Western..... | 62.5 | 29.7 | 7.8 |
| Western..... | 59.1 | 22.7 | 18.2 |
| Types of organization: | | | |
| Junior..... | 23.1 | 61.5 | 15.4 |
| Senior..... | 55.3 | 36.8 | 7.9 |
| 6-year..... | 60.0 | 32.0 | 8.0 |
| 4-year..... | 58.0 | 31.9 | 10.1 |
| Enrollment groups: | | | |
| 100 and fewer..... | 56.5 | 30.4 | 13.0 |
| 101 to 300..... | 66.7 | 25.0 | 8.3 |
| 301 to 750..... | 54.8 | 32.3 | 12.9 |
| 751 to 2,000..... | 47.7 | 43.2 | 9.1 |
| More than 2,000..... | 37.5 | 50.0 | 12.5 |
| All schools..... | 51.9 | 38.0 | 10.1 |

Types of associations favored by the schools for sponsoring nonathletic interscholastic contests.—The types of associations or leagues sponsoring interscholastic nonathletic contests in

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TABLE 68.—Percentages of schools in different groups favoring membership in different types of nonathletic interscholastic associations

| Groups | Type of association | | | | | | | | Miscellaneous |
|-------------------------|---------------------|----------|--------|------|--------------------|------------------|-----------------------------|---------------------------|---------------|
| | State | District | County | City | State and district | State and county | State, district, and county | State, district, and city | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 100.0 | | | | | | | | |
| Middle Atlantic..... | 10.0 | 20.0 | 30.0 | | | 10.0 | | | 30.0 |
| Southern..... | 38.9 | 11.1 | | | 33.3 | | 11.1 | 5.6 | |
| Middle Western..... | 20.0 | 7.5 | 10.0 | 7.5 | 15.0 | 10.0 | 5.0 | 7.5 | 17.5 |
| Western..... | 38.5 | 30.8 | 7.7 | | | 7.7 | 15.4 | | |
| Types of organization: | | | | | | | | | |
| Junior..... | 16.7 | 33.3 | | 33.3 | | | 16.7 | | |
| Senior..... | 33.3 | 19.1 | | | 14.3 | | | 9.5 | 23.9 |
| 6-year..... | 33.3 | 13.3 | | | 40.0 | | 13.3 | | |
| 4-year..... | 22.5 | 7.5 | 20.0 | 2.5 | 7.5 | 15.0 | 7.5 | 5.0 | 12.5 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | 23.1 | 7.7 | 15.4 | | 15.4 | 23.1 | 15.4 | | |
| 101 to 300..... | 29.2 | 4.2 | 20.8 | | 16.7 | 8.3 | 12.5 | | 8.4 |
| 301 to 750..... | 35.3 | 23.5 | 5.9 | 5.9 | 5.9 | 5.9 | 5.9 | | 11.8 |
| 751 to 2,000..... | 23.8 | 9.5 | | 9.5 | 19.1 | | | 14.3 | 23.9 |
| More than 2,000..... | 16.7 | 50.0 | | | | | | 16.7 | 16.7 |
| All schools..... | 26.8 | 13.4 | 9.8 | 3.7 | 14.6 | 7.8 | 7.3 | 4.9 | 12.0 |

the different school groups are indicated in Table 68. The State type of association has the largest following in New England (probably due to size of States) where 100 per cent of the schools are members and the smallest following in the Middle Atlantic division where only 10 per cent are members. The district type of organization finds greatest favor with the large schools enrolling more than 2,000 pupils; the county organization, with the schools of the Middle Atlantic division (probably due to prominence of county civil organization); and the city organization, with the junior high schools. The combination of State and district association is favored most by the 6-year high schools and by the schools in the Southern division; the State and county combination, by the small schools with enrollments of 100 or fewer and by the 4-year high schools; the State, district, and county combination, by the junior high schools, the schools in the Western division, and the small schools with enrollments of 100 or fewer; and the combination of State, district, and city by the large schools with enrollments in excess of 750. The schools which lead in having membership in miscellaneous types of associ-

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ations are found in the Middle Atlantic division, the senior high school groups, and the large schools enrolling 750-2,000 and more than 2,000 pupils.

The advantage usually claimed for membership in an interscholastic association or league is the uniform requirements for participation exacted of all schools. About a fifth of the schools (19.5 per cent), however, desire to go beyond the general requirements of associations and add local requirements of a specific character. The requirements found to obtain in these schools were: Permission of parents, citizenship qualities, one year of residence, preliminary try-outs, and additional scholarship requirements. The fact that 73.2 per cent of the schools have no requirements in addition to those prescribed by the league or association in which membership is held reveals the dominance of practice with respect to requirements for participation in interscholastic nonathletic activities.

4. SCHOLARSHIP STANDARDS FOR PARTICIPANTS

Schools maintaining and not maintaining scholarship standards for participation.—In order to prevent pupils and schools from overemphasizing interscholastic activities the associations generally establish standards for participants in interscholastic contests based on attainments in the regular work of the school. Such standards are usually regarded as minimum in character, and may be increased by a local school if considered desirable. The extent to which participants in interscholastic nonathletic contests are held responsible for maintaining scholarship standards in their regular work is shown in Table 69. The percentage of schools maintaining scholastic standards for participation is 70.9, and the percentage not requiring such standards is 18.3. Considerable variation is found among the different school groups. For example, standards are required in less than half of the schools in the Middle Atlantic division, and in more than three-fourths of the schools in the Middle Western division, a difference of almost a third. In the enrollment groups a difference of 25.7 per cent is found, the lowest being 61.3 per cent for the schools with enrollments of 301-750 and the highest 87 per cent for schools enrolling 100 or fewer pupils.

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A range of 50.8 per cent is found among the different types of schools, the junior high schools being lowest and the senior high schools highest.

TABLE 69.—Percentages of schools in different groups maintaining and not maintaining scholarship standards for participation in nonathletic interscholastic contests

| Groups | Per cent maintain- ing scholar- ship standards | Per cent not main- taining scholarship standards | Per cent not specifying practice |
|-------------------------|--|--|---|
| 1 | 2 | 3 | 4 |
| Geographical divisions: | | | |
| New England..... | 68.6 | 25.0 | 6.3 |
| Middle Atlantic..... | 48.2 | 44.4 | 7.4 |
| Southern..... | 72.4 | 10.3 | 17.2 |
| Middle Western..... | 78.1 | 12.5 | 9.4 |
| Western..... | 77.3 | 9.1 | 13.6 |
| Types of organization: | | | |
| Junior..... | 30.8 | 26.9 | 42.3 |
| Senior..... | 81.6 | 5.3 | 13.2 |
| 6-year..... | 80.0 | 20.0 | |
| 4-year..... | 76.8 | 21.7 | 1.5 |
| Enrollment groups: | | | |
| 100 and fewer..... | 87.0 | 8.7 | 4.4 |
| 101 to 300..... | 75.0 | 22.2 | 2.8 |
| 301 to 750..... | 61.3 | 19.4 | 19.4 |
| 751 to 2,000..... | 68.2 | 18.2 | 13.6 |
| More than 2,000..... | 81.3 | 12.5 | 6.3 |
| All schools..... | 70.9 | 18.3 | 10.8 |

Nature of scholarship standards maintained for participation.—The standards maintained most frequently in the schools are: Passing in three subjects at the time of the contest (34 per cent); and passing the preceding semester in three subjects and also at date of contests (34 per cent). An eighth of the schools require participants to be passing at date of contest in four subjects, and a small percentage (9 per cent) require the contestants to pass in three or four subjects the preceding semester and in four at date of contest. A small number of schools observe other practices, such as same requirements maintained for participation in interscholastic athletics, passing in two-thirds of the work carried, and passing in 14 hours of work; in some schools the requirement varies with the activity.

A considerable percentage (10.8) of the schools did not specify their practices. Of these schools the greatest percentages were found in the Southern division (17.2 per cent), in the junior high schools (42.3 per cent), and in the schools with enrollments of 301-750 (19.4 per cent). The lowest

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percentages not reporting their practices were found in the New England division (6.3 per cent), the schools with enrollments of 101-300 (2.8 per cent), and in the 6-year high schools (none).

5. RESTRICTIONS OTHER THAN SCHOLASTIC REQUIREMENTS FOR PARTICIPATION

Limitation on participation in nonathletic interscholastic contests by means other than scholastic standards.—Approximately a fifth of the schools (20.9 per cent) in the different groups impose restrictions on contestants, such as age, deportment, school citizenship, and a fixed number of activities in which an individual may participate in one school year. (See Table 70.) About half the schools do not limit participation in contests by means other than the scholastic requirements. More than a fourth of the schools did not furnish information, which probably means that they impose other than scholastic standards on pupils participating in nonathletic interscholastic contests.

TABLE 70.—Percentages of schools in different groups limiting participation in nonathletic interscholastic contests by means other than scholastic standards

| Groups | Per cent limiting participation | Per cent not limiting participation | Per cent not specifying practice |
|-------------------------|---------------------------------|-------------------------------------|----------------------------------|
| 1 | 2 | 3 | 4 |
| Geographical divisions: | | | |
| New England..... | 18.8 | 56.3 | 25.0 |
| Middle Atlantic..... | | 63.0 | 37.0 |
| Southern..... | 13.8 | 44.8 | 41.4 |
| Middle Western..... | 32.8 | 48.4 | 18.8 |
| Western..... | 22.7 | 54.6 | 22.7 |
| Types of organization: | | | |
| Junior..... | 15.4 | 30.8 | 53.9 |
| Senior..... | 15.8 | 52.6 | 31.6 |
| 6-year..... | 24.0 | 56.0 | 20.0 |
| 4-year..... | 24.6 | 58.0 | 17.4 |
| Enrollment groups: | | | |
| 100 and fewer..... | 26.1 | 47.8 | 26.1 |
| 101 to 300..... | 27.8 | 47.2 | 25.0 |
| 301 to 750..... | 16.1 | 61.3 | 22.6 |
| 751 to 2,000..... | 13.6 | 59.1 | 27.3 |
| More than 2,000..... | 31.8 | 31.3 | 37.5 |
| All schools..... | 20.9 | 51.9 | 27.2 |

* The schools which have additional requirements for participation in contests are fairly evenly distributed through the different school groups with the single exception of the

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Middle Atlantic division in which all schools either had no restrictions other than scholastic standards or did not specify their practices. The greatest proportions of schools with additional restrictions for participation are found in the Middle Western division and in the enrollment group of more than 2,000 pupils.

6. SPECIAL COACHING OF PARTICIPANTS

Successful competition in interscholastic contests of the nonathletic type requires that pupils receive direct as well as indirect training for the contests in which they are entered. Indirect training may be received in classroom work related to the contests but direct training is usually provided through some arrangement for special coaching. Most schools (see Table 71) provide special coaching for the pupils who participate in interscholastic nonathletic contests. The practice is employed by all the 6-year schools, and it is resorted to the least in the junior high schools, which provide coaching in 57.7 per cent of the cases. Only 3.2 per cent of the schools in the different groups do not provide coaching and only 9.5 per cent failed to specify a practice.

TABLE 71.—Percentages of schools in different groups providing special coaching for pupils participating in nonathletic interscholastic contests

| Groups | Per cent providing coaching | Per cent not providing coaching | Per cent not specifying practice |
|-------------------------|-----------------------------|---------------------------------|----------------------------------|
| 1 | 2 | 3 | 4 |
| Geographical divisions: | | | |
| New England..... | 87.5 | | 12.5 |
| Middle Atlantic..... | 88.9 | | 11.1 |
| Southern..... | 86.2 | 3.5 | 10.3 |
| Middle Western..... | 90.6 | 3.1 | 6.2 |
| Western..... | 77.3 | 9.1 | 13.6 |
| Types of organization: | | | |
| Junior..... | 57.7 | 7.7 | 34.6 |
| Senior..... | 89.5 | | 10.5 |
| 6-year..... | 100.0 | | |
| 4-year..... | 92.8 | 4.4 | 2.9 |
| Enrollment groups: | | | |
| 100 and fewer..... | 95.7 | 4.3 | |
| 101 to 300..... | 88.9 | | 11.1 |
| 301 to 750..... | 74.2 | | 25.8 |
| 751 to 2,000..... | 90.9 | 2.3 | 6.8 |
| More than 2,000..... | 93.8 | 6.3 | |
| All schools..... | 87.3 | 3.2 | 9.5 |

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In a few schools (2.2 per cent) the coach is secured from outside the faculty. The largest percentage of these schools is found in the New England division and in the small enrollment group of 100 or fewer pupils. The dominant practice favors selecting the coaches from among the instructors in the subjects or curriculum most closely related to the activities in which the interscholastic contests are held (55.1 per cent of the schools). The practice is followed least in the schools in the New England (35.7 per cent) and Middle Atlantic divisions (35.7 per cent) and most frequently in the schools of the Middle Western division (65.5 per cent). The 4-year schools are lowest of the four types of schools, the percentage being 48.4, and the senior high schools are highest with a percentage of 67.7. The schools enrolling 301-750 pupils are lowest of the different enrollment groups with a percentage of 39.1, and the schools enrolling 100 or fewer pupils are highest, the percentage being 68.2. However, the schools with enrollments of more than 2,000 are also high with a percentage of 66.7. In an eighth of the schools the sponsors of activities closely related to the activities in which contests are held are assigned to coach the participants. The junior high schools lead all the school groups in the use of this plan with a percentage of 33.3. Of the other school groups the Middle Atlantic and New England divisions and the schools with enrollments of 301-750 favor the practice most, the percentages being 29.2, 21.4, and 21.7, respectively; the senior high schools, the schools with enrollments of 101-300, and the Southern division favor the practice least, the percentages being 5.9, 6.3, and 6.9. Approximately a fourth of the schools (27.5 per cent) combine the practices of selecting coaches for activities from instructors in related subject-matter fields and sponsors in related extracurriculum clubs.

7. RELATION OF INTERSCHOLASTIC NONATHLETIC CONTESTS TO OTHER SCHOOL ACTIVITIES

The eight relations indicated in Table 72 between non-athletic interscholastic contests and other school activities account for 67.3 per cent of the practices found to obtain in the different school groups. The outstanding single practice (found in a fourth of the schools) is to secure the training for

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contests from the work of particular classes or subjects in the curriculum. About an eighth of the schools permit the contests to develop out of activities of extracurriculum organizations, and in approximately a tenth the contest is actually a part of the work of some particular class or subject in the curriculum. A number of the schools (18.4 per cent) combine two or more of the foregoing practices, and 14.6 per cent carry on contests independent of curriculum or extracurriculum relations. A considerable number (17.1 per cent) did not specify their practices.

TABLE 72.—Percentages of schools in different groups relating non-athletic interscholastic contests to other school activities

| Groups | Relations of contests to school activities ¹ | | | | | | | D | Not specified |
|-------------------------|---|------|------|------|-----|------|-------|------|---------------|
| | A | B | C | A+B | A+C | B+C | A+B+C | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Geographical divisions: | | | | | | | | | |
| New England..... | 6.3 | 25.0 | 25.0 | 6.3 | | 6.3 | | | 31.3 |
| Middle Atlantic..... | 7.4 | 29.6 | 11.1 | | 3.7 | 7.4 | 3.7 | 18.5 | 18.5 |
| Southern..... | 13.8 | 17.2 | 20.7 | | | 10.3 | 3.5 | 13.8 | 20.7 |
| Middle Western..... | 10.9 | 28.1 | 12.5 | 7.8 | 1.6 | 10.9 | 3.1 | 14.1 | 10.9 |
| Western..... | 13.6 | 22.7 | 4.6 | 9.1 | 4.5 | | 4.5 | 22.7 | 18.2 |
| Types of organization: | | | | | | | | | |
| Junior..... | 11.5 | 19.2 | 3.9 | | | 7.7 | 3.9 | 11.5 | 42.3 |
| Senior..... | 15.8 | 21.1 | 21.1 | 7.9 | 5.3 | 5.3 | | 7.9 | 15.8 |
| 6-year..... | 8.0 | 26.0 | 12.0 | | | 12.0 | 8.0 | 12.0 | 12.0 |
| 4-year..... | 8.7 | 26.1 | 14.5 | 7.3 | 1.5 | 8.7 | 2.9 | 20.3 | 10.1 |
| Enrollment groups: | | | | | | | | | |
| 100 and fewer..... | 8.7 | 30.4 | 17.4 | 4.4 | | | 4.4 | 26.1 | 8.7 |
| 101 to 300..... | 8.3 | 22.2 | 16.7 | 8.3 | | 11.1 | | 19.4 | 13.9 |
| 301 to 750..... | 6.5 | 25.8 | 16.1 | | 3.2 | 3.2 | 3.2 | 16.1 | 25.8 |
| 751 to 2,000..... | 11.4 | 20.5 | 11.4 | 4.6 | 4.6 | 9.1 | 6.8 | 4.6 | 27.3 |
| More than 2,000..... | 12.5 | 31.3 | 12.5 | 12.5 | | 25.0 | | 6.3 | |
| All schools..... | 10.8 | 25.3 | 13.9 | 6.1 | 1.9 | 8.2 | 3.2 | 14.6 | 17.1 |

¹ A. The work of the contests is an actual part of the work of the particular classes or subjects in the curriculum.

B. The work of the contests is an outgrowth of the work of particular classes or subjects in the curriculum.

C. The work of the contests is an outgrowth of the activities of particular extracurriculum organizations.

D. The work of the contests is independent of both curriculum and extracurriculum activities.

The leading practices in order of frequency are: (1) to relate the nonathletic interscholastic contests to some particular class or subject of the curriculum; (2) to treat the contest as an independent activity unrelated to other school activities; (3) to permit the contests to develop out of extracurriculum activities; and (4) to consider the contest an actual part of the work of some class or subject. The 6-year high schools lead all the groups in the use of the first practice; the 4-year schools, the second; the schools in the New Eng-

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land division, the third; and the senior high schools, the fourth.

8. METHODS OF SELECTING CONTESTANTS

The selection of contestants presents a difficult problem in the administration of interscholastic activities. Since the number of contestants is usually somewhat limited the selection of the personnel must be carefully made. This requires knowledge of the background of training as well as evidence of natural ability.

Two methods of selecting contestants for interscholastic nonathletic activities (see Table 73) were found to obtain in 82.3 per cent of the schools of the different groups, namely, selecting contestants on the basis of ability demonstrated in classroom work (34.8 per cent), and on the basis of ability regardless of registration or membership in classes or subjects closely related to the contest activities (47.5 per cent). Only one group of schools (Middle Western division) favored the first plan, and in one group (the schools with enrollments of 101-300) the two plans were regarded with equal favor. A few schools either combined the two plans or followed some other plan. Twelve per cent of the schools participating in contests failed to specify their practices.

TABLE 73.—Percentages of schools in different groups selecting contestants for nonathletic interscholastic contests on basis of ability in classroom work and regardless of ability in classroom work

| Groups | Contestants selected | | Miscellaneous or unspecified practices |
|-------------------------|--|---|--|
| | According to ability in classroom work | Regardless of ability in classroom work | |
| 1 | 2 | 3 | 4 |
| Geographical divisions: | | | |
| New England..... | 31.3 | 50.0 | 18.7 |
| Middle Atlantic..... | 22.2 | 59.3 | 18.5 |
| Southern..... | 34.5 | 41.4 | 24.1 |
| Middle Western..... | 45.3 | 42.2 | 12.5 |
| Western..... | 22.7 | 54.6 | 22.7 |
| Types of organization: | | | |
| Junior..... | 30.8 | 34.6 | 34.6 |
| Senior..... | 29.0 | 50.0 | 21.0 |
| 6-year..... | 35.0 | 48.0 | 16.0 |
| 4-year..... | 39.1 | 50.7 | 10.2 |
| Enrollment groups: | | | |
| 100 and fewer..... | 30.1 | 52.2 | 8.7 |
| 101 to 300..... | 41.7 | 41.7 | 16.6 |
| 301 to 750..... | 19.4 | 48.4 | 32.2 |
| 751 to 2,000..... | 28.6 | 45.5 | 25.9 |
| More than 2,000..... | 31.3 | 50.0 | 18.7 |
| All schools..... | 34.8 | 47.5 | 17.7 |

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9. SUMMARY

Approximately three-fourths of the 224 secondary schools selected for their innovating practices in the organization and administration of extracurriculum activities participate in nonathletic interscholastic contests, tournaments, and meets. The extent of participation among the schools varies chiefly according to the type of organization, the junior high schools emphasizing interscholastic competitions least and the senior high schools most.

In the schools which participated in interscholastic contests, tournaments, and meets during the year 1929-30, approximately 30 per cent of the enrollment participated in practice activities preliminary to contests, and 10 per cent actually participated in the interscholastic events. Forensic, musical, and literary activities appear to provide participation both through practice and in actual competition for the majority of the pupils engaged in interscholastic activities (approximately 60 per cent). In the schools studied the intercity contests outnumbered the intracity about 3 to 2, and the intercity tournaments and meets, the intracity by approximately 5 to 1. The percentage of the pupil enrollment participating in the tournaments and meets in 1929-30 was 7.25.

The leading methods employed to finance interscholastic activities are sale of tickets, general extracurriculum funds, dues collected from pupils, and contributions from boards of education. Some of the schools combine two or more of the foregoing methods. The control of the funds is in the hands of the principal in about a third of the schools. A great variety of practices in the control of funds prevails in the remaining schools. Approximately two-thirds of the schools require an audit of the funds regularly. Only a sixth of the schools do not require regular audits of funds.

About half of the schools studied hold membership in associations or leagues designed to facilitate interscholastic contests, tournaments, and meets. The State association is the most popular single type of organization, the district, county, and city following in the order given. However, the State organization is found frequently in combination with

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district, county, and city. Through the interscholastic associations scholastic standards for participants are maintained in nearly three-fourths of the schools. In approximately a third of the schools, standards with respect to age, deportment, school citizenship, and number of activities in which an individual may compete are also maintained.

Most of the schools provide special coaching for pupils who participate in interscholastic contests, a practice considered essential to the success of interscholastic activities. In about two-thirds of the schools the training of contestants was related closely with regular classroom work or extra-curriculum activities. In the remaining schools the training of the contestants was carried on independently or the practice was not specified. The practices followed in the selection of contestants were demonstration of ability in classroom work in approximately a third of the schools, and demonstration of ability regardless of classroom work in nearly one-half.

The data show that interscholastic activities of the non-athletic type have gained a prominent place in the extra-curriculum programs of selected schools, and that the activities provide either practice for competitions or actual participation in contests, tournaments, and meets for approximately one-half of the pupils enrolled in the schools. The activities bear a rather close relation to the curriculum and extracurriculum activities. The administration of the activities insofar as the training, selection, and the maintenance of standards for participation of contestants is concerned appears to be fairly satisfactory. In matters of support and the administration of finances dominance of practices has not been established.

CHAPTER V : RELATION OF ACTIVITIES IN HIGH SCHOOL AND SUBSEQUENT ACTIVITIES AND INTERESTS

1. DIFFICULTIES AND SOURCES OF APPRAISAL

An appraisal of the influence of participation in extracurriculum activities in secondary schools on the subsequent interests and activities of individuals in college or in the pursuits of adult life is extremely difficult to make because of the following conditions: (1) It is impossible to carry on an extensive investigation from the records available without great expense. Records of pupil participation in activities, as reported in Chapter I, have been kept by relatively few schools. This obstacle is further accentuated by the fact that directories of graduates are seldom kept and, when kept, the current addresses of many graduates are frequently unknown. This difficulty is shown by the investigation of Peck,¹ who was able to find the current addresses of only 1,187 graduates of high schools in Denver between 1889 and 1920 out of 5,877 for whom records were available. (2) The large majority of the graduates appear to be unwilling to give information regarding themselves. This was shown in Peck's investigation² by the fact that only 165 of the 1,187 graduates, or 13.9 per cent, replied to his questionnaire. It was also shown by Peck that the graduates who answered the inquiry were from the upper 5 or 10 per cent of the sampling. If this condition is generally true, the findings of such investigations are not likely to be representative, as the responses come largely from individuals who would probably be favorably disposed toward activities in high school as well as in college or adult life. (3) The method of securing information regarding participation in activities in high school, college, or adult life from persons who were graduated from high school requires introspective analysis, a process subject to suggestion and not thoroughly reliable, although valuable within its legitimate limits.

¹ Hagg, E. U. *Summary of Investigations Relating to Extracurricular Activities*, p. 280. Colorado State Teachers College, 1930.

² *Op. cit.*, p. 280.

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Despite the foregoing difficulties it seemed desirable to secure, if possible, from individuals who were exposed to the influences of extracurriculum activities in high school, their judgments regarding the influence of participation and the carry-over value of the activities into college and into the pursuits of adult life.

After considerable investigation two secondary schools were found which had excellent directories of alumni: One a large private military school and the other a large cosmopolitan high school in a city of approximately 80,000 population. These schools were utilized for the purpose of studying the effect of participation in extracurriculum activities on the subsequent activities and interests of the persons concerned.

1. APPRAISAL OF EXTRACURRICULUM ACTIVITIES BY PRIVATE SECONDARY-SCHOOL GRADUATES

The sampling of respondents from the private school.—Returns to the inquiry sent out to a list of 2,800 alumni were received from 529, or 18.9 per cent. These alumni were scattered throughout 41 States, the District of Columbia, three insular possessions, and British Columbia. The years in which the respondents were graduated ranged from 1898 to 1931, the lowest number for any year being one and the highest 40. The median time since graduation for the entire group was slightly more than 9 years, a period sufficiently long to permit the individuals to appraise the influences of high school on college and on some of the activities of adult life. Two hundred and twenty-one of the respondents were classified as college graduates, 106 were still attending college, 125 attended college but did not remain to graduate, and 77 did not go to college. The median individual among those who were graduated had been out of college 5.7 years. The median length of time out of school for the nongraduate group was 8.5 years.

If the 106 individuals who are still students in college are omitted from consideration, a group of 423 alumni remain who responded to the inquiry and who are now scattered among 38 occupational groups. The largest number in any occupational group is 79 (classed as manufacturers), and the smallest number is 1 (from each of the following groups: Druggist,

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hotel owner, author, dentist, pharmacist, comptroller, chiropractor, superintendent, manager-agent, and retired).

Extent of participation in activities while enrolled in the secondary school.—Four hundred and ninety-four respondents indicated the extent and character of their participation in extracurriculum activities during their residence in the secondary school. Analysis of the information secured (Table 74) shows that participation was greatest in athletics and lowest in subject clubs. The data also show that the major activities of the respondents were athletic organizations, religious activities, civic activities, public speaking clubs, and publications. The minor activities were subject clubs, literary societies, service clubs, hobby clubs, and instrumental and vocal music organizations. The extent of participation of the pupils was low (2.5 activities per pupil) in comparison with that of the pupils in the four schools considered in the first chapter of this report (4.1 activities per pupil in 1921). The average number of years of participation in the different types of activities was greatest in athletic organizations and lowest in the subject clubs and cadet council.

TABLE 74.—*Distribution and extent of participation by 498 respondents in clubs and activities during residence in a private secondary school*

| Activity | Number who participated as members | Number who held some major office | Number who held some minor office | Average number of years of participation |
|-------------------------------|------------------------------------|-----------------------------------|-----------------------------------|--|
| 1 | 2 | 3 | 4 | 5 |
| Athletic organizations..... | 377 | 23 | 30 | 2.4 |
| Hi-Y, Y. M. C. A., etc..... | 139 | 30 | 28 | 1.9 |
| Cadet council, etc..... | 124 | 5 | 16 | 1.4 |
| Public speaking clubs..... | 109 | 1 | 2 | 1.5 |
| Publications..... | 88 | 8 | 33 | 1.5 |
| Vocal music clubs..... | 76 | 6 | 6 | 1.7 |
| Instrumental music clubs..... | 65 | 2 | 10 | 2.3 |
| Hobby clubs..... | 62 | 4 | 4 | 2.2 |
| Service clubs..... | 39 | 3 | 4 | 1.6 |
| Literary societies..... | 19 | 1 | 5 | 1.8 |
| Subject clubs..... | 18 | 0 | 5 | 1.4 |
| Total membership..... | 1,116 | 83 | 143 | 2.1 |

Extent of participation in activities by alumni of secondary school during residence in college.—Data similar to those presented in Table 74 for the activities participated in by

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high-school pupils while in high school are shown in Table 75 for the high-school alumni while attending college. A comparison of the two tables reveals relative constancy for the groups in interests in athletics and civic activities, but marked changes in religious activities, forensics, subject clubs, and literary activities. Fraternities make a strong claim on the interests of the students in college, and publications, which ranked high as an activity in the secondary school, fail to attract the students in college. Hobby and service clubs make a slightly stronger appeal in college than in the secondary school. The average length of participation in the various activities is half a year greater in college than in high school.

TABLE 75.—*Distribution and extent of participation by 425 respondents in clubs and activities during residence in college*

| Activity | Number who participated as members | Number who held some major office | Number who held some minor office | Average number years of participation |
|-------------------------------|------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Athletics..... | 261 | 7 | 22 | 2.2 |
| Fraternities..... | 180 | 73 | 71 | 2.1 |
| Student government..... | 65 | 34 | 19 | 1.6 |
| Subject clubs..... | 44 | 7 | 10 | 1.9 |
| Literary clubs..... | 42 | 10 | 21 | 1.7 |
| Service groups..... | 39 | 3 | 6 | 1.8 |
| Hobby clubs..... | 38 | 6 | 5 | 2.0 |
| Vocal music clubs..... | 35 | 1 | 2 | 2.0 |
| Instrumental music clubs..... | 33 | 2 | 4 | 2.2 |
| Religious groups..... | 32 | 4 | 4 | 2.1 |
| Forensic activities..... | 32 | 3 | 4 | 1.6 |
| Total membership..... | 810 | 150 | 168 | 2.6 |

Carry-over influence of participation in activities in secondary school to college.—The data presented in Table 76 make possible a study of the carry-over influence of activities from the private secondary school to college. It is seen that some pupils who participated in activities in the secondary school did not participate in the same types of activities in college and that some students participated in activities in college who had not participated in the same type of activities in the secondary school. The data show, however, that 42 per cent of the individuals pursued the same activities in both second-

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ary school and college. This percentage may be considered as a measure of the persistency of extracurriculum interest for individual students or the carry-over influence of participation in secondary school to college. The carry-over is greatest in athletics and literary activities and lowest in religious activities and public speaking. Other data not included in Table 76 show that 366 activities participated in by the college students (approximately 40 per cent) had not been participated in by the individuals in the secondary school. It is not possible to establish the relation of these new college activities to the interests of the students as revealed in the activities pursued while attending the secondary school.

TABLE 76.—Activities participated in by individuals¹ in private secondary school, in college, and in both secondary school and college, together with the carry-over of participation in activities from secondary school to college

| Type of activity in the private secondary school | Type of activity in college | Number participating in | | | Percentage of carry-over from secondary school to college |
|--|---------------------------------------|-------------------------|---------|------------------------------|---|
| | | Secondary school | College | Secondary school and college | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Athletic activities..... | Athletic activities..... | 370 | 290 | 261 | 70.5 |
| Literary clubs..... | Literary clubs..... | 24 | 73 | 13 | 54.2 |
| Instrumental music clubs..... | Instrumental music clubs..... | 64 | 39 | 25 | 39.1 |
| Subject clubs..... | Subject clubs..... | 21 | 61 | 7 | 33.3 |
| Cadet and honor council..... | Student government organizations..... | 117 | 118 | 37 | 31.6 |
| Vocal music clubs..... | Vocal music clubs..... | 73 | 38 | 22 | 30.1 |
| Service clubs..... | Service clubs..... | 37 | 48 | 8 | 21.6 |
| Hobby clubs..... | Hobby clubs..... | 56 | 49 | 11 | 19.6 |
| Public speaking..... | Forensic activities..... | 91 | 39 | 17 | 18.7 |
| Hi-Y, Y.M.C.A..... | Religious groups..... | 169 | 40 | 28 | 16.6 |
| Total..... | | 1,022 | 895 | 429 | 42.0 |

¹ Only those students who attended both secondary school and college are included.

Carry-over of participation in activities in secondary school to adult life.—Data are presented in Table 77 showing the carry-over influence of participation in activities in the private secondary school to the same type of activities in adult life. The findings reveal a slightly lower carry-over influence (a difference of 10.8 per cent) than in the case of

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secondary school to college. The percentage of new activities pursued in adult life which had not been pursued in the secondary school is approximately 20 per cent greater than the new activities pursued in college which had not been participated in by the student while attending the secondary school. It is, of course, probable that the interest in new types of activities in adult life may be a development of interests created through participation in other types of activities in the secondary school and college. On the contrary the interests in the activities of adult life may bear no relation to the activities of the secondary and college periods.

TABLE 77.—Activities participated in by 363 individuals¹ in private secondary school, in adult life, and in both secondary school and adult life, together with the carry-over of participation in activities from secondary school to adult community life

| Type of activity in the private secondary school | Type of activity in adult life | Number participating in— | | | Percentage of carry-over from secondary school to adult life |
|--|-------------------------------------|--------------------------|------------|---------------------------------|--|
| | | Secondary school | Adult life | Secondary school and adult life | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Service clubs..... | Charity and civic activities..... | 32 | 198 | 19 | 59.4 |
| Literary clubs..... | Literary and art activities..... | 17 | 29 | 9 | 52.9 |
| Hi-Y, Y. M. C. A..... | Religious groups..... | 97 | 84 | 35 | 36.1 |
| Cadet council, etc..... | Political and civic activities..... | 76 | 131 | 27 | 35.5 |
| Athletic organizations..... | Athletic organizations..... | 293 | 100 | 100 | 34.1 |
| Instrumental music clubs..... | Instrumental music..... | 55 | 17 | 15 | 27.3 |
| Publications..... | Journalism..... | 78 | 35 | 19 | 24.4 |
| Public-speaking activities..... | Public-speaking activities..... | 83 | 35 | 18 | 21.7 |
| Vocal music..... | Vocal music..... | 67 | 8 | 7 | 10.4 |
| Total..... | | 796 | 637 | 249 | 31.2 |

¹ Only individuals who graduated from the secondary school prior to 1930 and who are not attending college are included.

The most noticeable declines in carry-over to adult life as compared with the carry-over to college (Fig. 20) are in athletics and vocal music, and the greatest increase in interest is in service clubs, public speaking and journalism (combined), and religious activities. Interests in literary activities, civic activities, and instrumental music were relatively constant in their carry-over influence from secondary school to college and to adult life.

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Carry-over of specific activities from secondary school to college and adult life.—The continuation of interests aroused through participation in extracurriculum activities in the high school

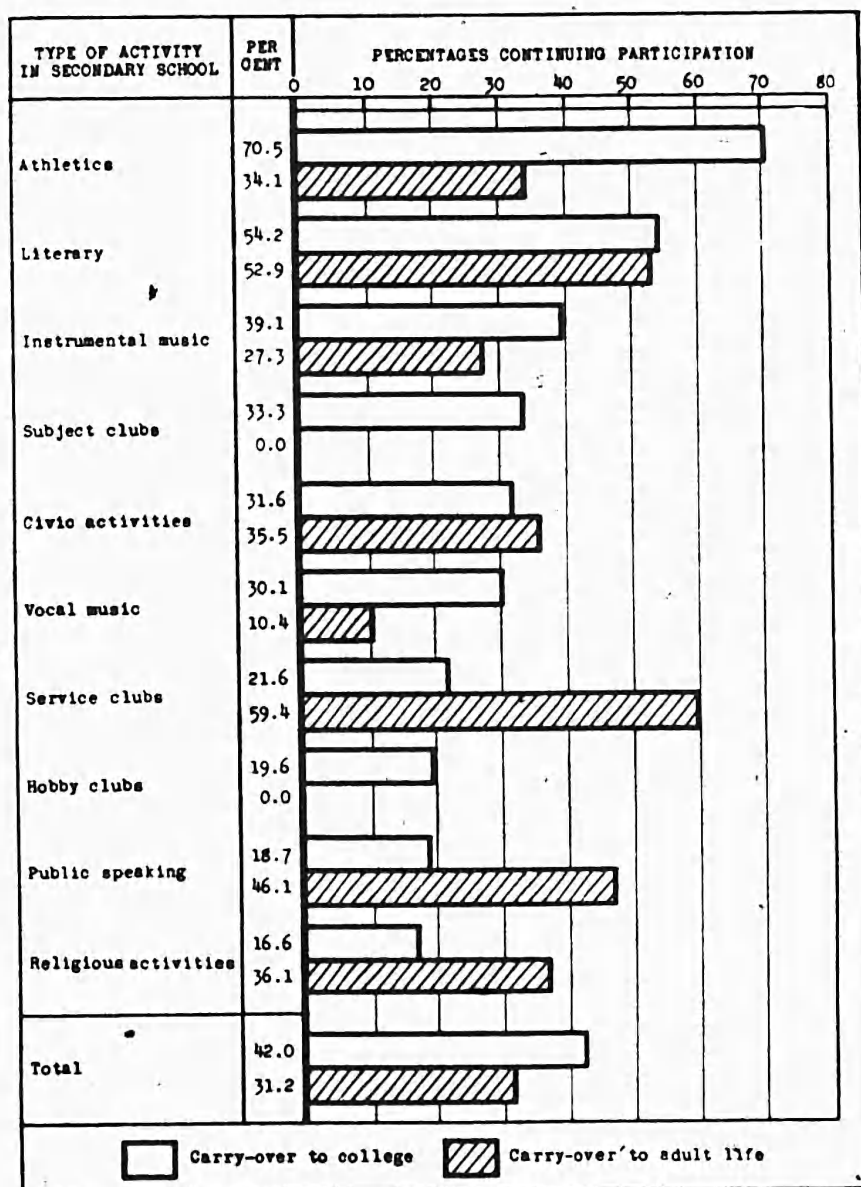


FIGURE 20.—Percentages of individuals carrying over participation in activities from a private secondary school (1) to college and (2) to adult life

into college and adult life may be regarded as a measure of the influence of extracurriculum activities on the subsequent interests and activities of an individual. It is, of course,

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not considered an adequate measure for the reason that the activities of the secondary period may not be related to the activities offered in college and adult life. However, to the extent that the activities provided in college and adult life are analogous or related to the experiences received through activities in the high-school period, continuation of activities from one stage of life to another may be regarded as a definite measure of persistence or carry-over of interest.

As a check on the foregoing measure of the carry-over influence of activities introspective analysis by the individuals concerned with respect to the carry-over influence of specific activities was secured through submitting to them the fol-

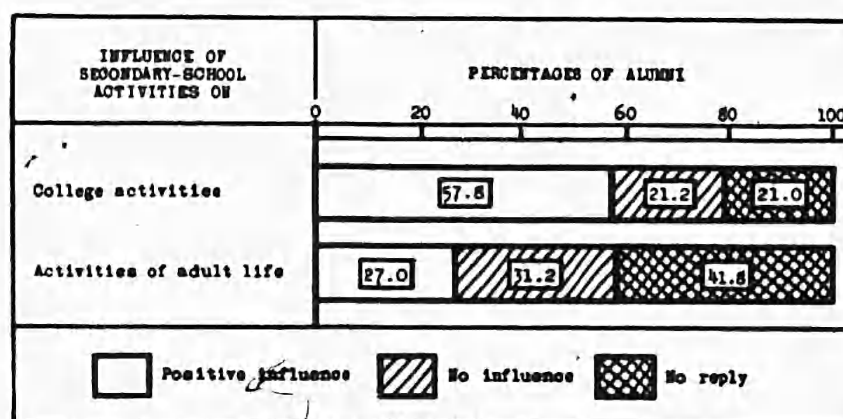


FIGURE 21.—Percentages of alumni stating that participation in extracurriculum activities in a private secondary school had or had not influenced their participation in college and in adult life

lowing question, "In your judgment did your participation in clubs and activities in the secondary school exercise an influence on (a) your participation in student activities in college, and (b) your participation in community activities at the present time?" The percentage distribution of the answers to the question are given in Figure 21. The percentage of affirmative answers regarding the positive influence of secondary-school participation on college participation is somewhat greater than the total carry-over influence indicated in Figure 20 (15.8 per cent), and on participation in activities in adult life slightly less (4.2 per cent).

Additional data not presented in Figure 21 show that 208 of the 306 alumni who answered the foregoing question

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in the affirmative, or 68 per cent, also believed that the participation in activities in the secondary school aroused interests which influenced participation in college. Seventy-five per cent of these alumni also considered that participation in activities in the secondary school provided training and experience which influenced college participation, and 80 per cent thought that personality traits and characteristics, such as poise and self-confidence, were developed which were of positive value in participation in college. The alumni who viewed the influence of participation in activities in the secondary school from the vantage point of activities in community life considered the influences in the same order as those whose vantage point was college participation, although of much less importance, the percentages being 15, 22, and 40 in contrast with 68, 70, and 80, respectively. The inability of the individuals to establish a close relation between the character of participation in high school and in adult life may be due in part to the interval of time between the experiences. The fact that 41 per cent of the persons who indicated that an influence existed failed to specify the nature of the influence gives weight to the foregoing conclusion.

When interrogated regarding the influence of specific activities in high school, such as physical activity, sources of amusement, and other forms of recreation on present participation in community activities, 48.4 per cent answered in the affirmative and among these 76 per cent were able to specify the character of the influence exerted. Twenty-seven and eight-tenths per cent of the persons interrogated answered the question in the negative and 23.8 per cent did not offer an answer.

The considerable number indicating negative influences on college participation in activities and participation in activities in adult life, namely, 21.2 and 31.2 per cent, respectively, indicates that there are dangers to be avoided in the organization and administration of extracurriculum programs. This negative influence should not be overlooked by those who may be inclined to take values in extracurriculum activities for granted.

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Relative value of participation in activities in secondary school and in college.—The alumni of the secondary school were asked to express judgment in the inquiry form regarding the relative value of participation in activities in secondary school and college. Of 325 alumni who answered the question 36.3 per cent considered that participation in the secondary school possessed more value than participation in college; 27.4 per cent, less value; and 36.3 per cent thought that the values were equal. Four hundred and seventy-eight of the alumni also responded to a question asking for a relative evaluation of participation in extracurriculum activities and regular classroom work. Approximately half (49.7 per cent) considered that the values were of equal importance; a full fifth (21.1 per cent) thought the activities possessed greater value; and more than a fourth (28.2 per cent) considered the activities to have less value than classroom work. Insofar as this type of appraisal has merit, the answers to the question may be regarded as an indictment of classroom work or a partial justification of the extracurriculum program.

Appraisal of values claimed for activities in secondary school.—The alumni of the private secondary school who responded to the inquiry evaluated a list of 15 educational values generally claimed for participation in extracurriculum activities by checking one of four categories, namely, "very marked," "considerable," "slight," and "none." The tabulation of the ratings by 529 alumni is given in Table 78. On the average 429 ratings were secured for each of the 15 values, 37.8 per cent of which were "very marked," 29.6 per cent "considerable," 20.5 per cent "slight," and 12.1 per cent "none." The data show that the alumni considered participation in extracurriculum activities in the secondary school to possess values related to the broad social, civic, and personal development of the individual rather than values related to academic training. Training in cooperation and team play; the development of a sense of responsibility, of friendships, courage, self-confidence, initiative, poise, tact, and ability to work with people; the enlargement of interests; and executive ability were considered by the individuals to have very marked or considerable educational values. On

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the contrary, values in activities, such as training in public presentations, desirable study habits, occupational knowledge and experience, effective public speaking and writing, and personal contacts with adults not afforded in regular classrooms were more frequently rated as possessing either slight or no value and less frequently considerable or marked value.

TABLE 78.—*Specific educational values in order of importance attributed to participation in extracurriculum activities in a private secondary school by graduates responding to the inquiry*

| Value | Number responding | Number indicating | | | |
|--|-------------------|-------------------|--------------------|--------------|----------|
| | | Marked value | Considerable value | Slight value | No value |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Cooperation and team play | 430 | 214 | 151 | 47 | 18 |
| 2. Sense of responsibility | 450 | 206 | 176 | 50 | 18 |
| 3. Friendships | 445 | 202 | 165 | 60 | 18 |
| 4. Courage and self-confidence | 442 | 161 | 217 | 49 | 15 |
| 5. Initiative | 445 | 140 | 228 | 54 | 23 |
| 6. Poise | 436 | 130 | 222 | 57 | 27 |
| 7. Tact and ability to work with people | 438 | 146 | 186 | 77 | 29 |
| 8. Interests in hobbies, amusements, physical activities, sources of recreation, etc. | 422 | 142 | 155 | 89 | 36 |
| 9. Executive ability | 428 | 107 | 189 | 84 | 48 |
| 10. Ability to perform activities, other than speaking, before a group | 421 | 90 | 152 | 119 | 60 |
| 11. Desirable study habits | 417 | 89 | 137 | 102 | 89 |
| 12. Practical information and experience in some particular activity or occupation not afforded in class | 414 | 99 | 105 | 109 | 101 |
| 13. Ability to speak in public | 423 | 60 | 129 | 148 | 86 |
| 14. Personal contact with adults not afforded in regular classroom | 404 | 76 | 95 | 140 | 93 |
| 15. Ability to write effectively | 415 | 51 | 103 | 134 | 127 |
| Average | 429 | 162 | 127 | 88 | 52 |

Appraisal of undesirable influences attributed to secondary-school activities.—A list of 11 undesirable influences frequently attributed to participation in extracurriculum activities was submitted to the same alumni, with the request that they check the degree of harmfulness on a 4-point scale. The four categories used were "marked," "considerable," "slight," and "none." The number who checked the undesirable influences of participation in activities was on the average about 8 per cent less than the number who checked the educational values. (Table 79.) A large majority of the alumni (64.7 per cent) considered that the undesirable

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influences attributed to activities did not exist in the private secondary school which they attended. A small percentage (6.1 per cent) considered the harmful influences marked. The influences rated "markedly" harmful by the largest number of alumni were (1) Did not provide training in leadership for those pupils who needed such training (13.9 per cent); (2) Did not secure participation from pupils who needed the benefits of group activities (13.4 per cent); (3) Offices were monopolized by a few pupils (14.1 per cent). Approximately a tenth of the alumni regarded the undesirable influences of activities as considerable and specified the same influences that were rated "markedly" harmful as being the most serious of the list. Nearly a fifth considered the harmful effects of activities to be only slight. The data show that most of the undesirable influences attributed to participation in extracurriculum activities in secondary schools were not considered by the alumni of the private school as being either marked or considerable in degree. The three influences regarded as most harmful could no doubt be minimized by appropriate corrective administrative measures since they seem to affect unfavorably only a small proportion of the individuals who responded to the inquiry.

TABLE 79.—*Specific undesirable influences in order of harmfulness attributed to participation in extracurriculum activities in a private secondary school by graduates responding to the inquiry*

| Harmful influences | Number responding | Number indicating | | | |
|--|-------------------|-------------------|------------------------|------------------|--------------|
| | | Marked influence | Considerable influence | Slight influence | No influence |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Did not provide training in leadership for those pupils who needed such training..... | 387 | 54 | 99 | 84 | 150 |
| 2. Did not secure participation from pupils who needed the benefits of group activities..... | 388 | 52 | 95 | 98 | 143 |
| 3. Offices were monopolized by a few pupils..... | 382 | 54 | 49 | 93 | 186 |
| 4. Lacked educational aims..... | 368 | 15 | 38 | 74 | 241 |
| 5. Lacked effective and proper guidance..... | 373 | 15 | 28 | 76 | 254 |
| 6. Required too much time..... | 376 | 7 | 33 | 77 | 259 |
| 7. Developed selfishness and snobbishness..... | 382 | 12 | 24 | 70 | 276 |
| 8. Lacked definite purposes and aims of any kind..... | 365 | 14 | 18 | 52 | 281 |
| 9. Required too much money..... | 370 | 7 | 22 | 61 | 280 |
| 10. Overemphasized athletics..... | 374 | 13 | 19 | 50 | 292 |
| 11. Overemphasized social life..... | 378 | 8 | 6 | 45 | 319 |
| Average..... | 377 | 23 | 30 | 71 | 244 |

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Advice of secondary-school alumni to a high-school freshman regarding participation in activities.—A further measure of the worth of extracurriculum activities to the secondary-school pupil was secured from the reactions of the alumni to the question, "On the basis of your experience with clubs and activities in the secondary school, what advice would you give to a freshman entering a high school or academy concerning his participation in extracurriculum activities?" "Would you advise him to join and participate in activities?" Four hundred and ninety-two, or 93 per cent, answered the question in the affirmative, and only 15, or 2.8 per cent, in the negative. Twenty-two, or 4.2 per cent, did not answer the question. Those answering the question in the affirmative were requested to check a list of 12 types of activities as to what they would recommend to the freshman. The list of activities with percentage of frequency is given in Table 80. Athletic activities and office holding are highest in the list and subject and service clubs are lowest. Only 30, or 6.1 per cent, of the individuals answering the general question did not specify one or more types of activities in which they would advise a freshman to participate.

The data indicate that the judgments of respondents based on introspective analysis are probably better with respect to specific than with respect to general values.

TABLE 80.—*Activities recommended (in order of importance) by alumni for a high-school freshman*

| Type of activity | Per cent recommending |
|---|-----------------------|
| Athletics..... | 93 |
| Officer or administrative position in any activity or club..... | 60 |
| Military activities..... | 59 |
| Student government organizations..... | 59 |
| Publications..... | 45 |
| Hobby or special interest clubs..... | 42 |
| Literary clubs and activities..... | 36 |
| Musical activities..... | 27 |
| Religious activities..... | 24 |
| Forensic activities..... | 24 |
| Service clubs..... | 21 |
| Subject clubs..... | 13 |

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3. APPRAISAL OF EXTRACURRICULUM ACTIVITIES BY PUBLIC SECONDARY-SCHOOL GRADUATES¹

Sampling of public high-school alumni.—The study of alumni of the large public high school was limited to the years 1911, 1915, 1919, 1923, and 1927. For these years there were 1,407 graduates, but addresses could be verified for only 1,164, or 82.7 per cent. An inquiry blank was mailed to each graduate whose address was known, and replies were received from 343, although only 293 checked the list of activities provided by the school for the years in question.

TABLE 81.—Types of activities participated in by 293 graduates of classes of 1911, 1915, 1919, 1923, and 1927, while attending public high school

| Activity | Year | | | | | Total | Per cent of total |
|------------------------------|------|------|------|------|------|-------|-------------------|
| | 1927 | 1923 | 1919 | 1915 | 1911 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Number responding..... | 120 | 82 | 26 | 44 | 21 | 293 | 20.8 |
| 1. Social activities..... | 107 | 82 | 17 | 32 | 14 | 252 | 15.5 |
| 2. Athletics..... | 104 | 56 | 9 | 29 | 7 | 205 | 12.7 |
| 3. Assemblies..... | 82 | 75 | 11 | 24 | 5 | 197 | 12.2 |
| 4. Music..... | 57 | 58 | 18 | 26 | 19 | 178 | 10.9 |
| 5. Religious activities..... | 78 | 53 | 11 | 5 | 2 | 149 | 9.3 |
| 6. Home rooms..... | 70 | 37 | 8 | 15 | 4 | 134 | 8.3 |
| 7. Study clubs..... | 53 | 45 | 8 | 8 | 0 | 114 | 7.0 |
| 8. Publications..... | 36 | 16 | 11 | 24 | 7 | 94 | 5.8 |
| 9. Student government..... | 62 | 12 | 8 | 7 | 0 | 89 | 5.5 |
| 10. Miscellaneous..... | 56 | 20 | 4 | 3 | 0 | 83 | 5.1 |
| 11. Dramatics..... | 22 | 24 | 6 | 11 | 11 | 74 | 4.6 |
| 12. Drives..... | 6 | 19 | 4 | 4 | 3 | 36 | 2.2 |
| 13. Class activities..... | 5 | 7 | 4 | 0 | 0 | 16 | 1.0 |
| Total..... | 738 | 504 | 119 | 188 | 72 | 1,621 | 100.1 |

Character of participation in activities during residence in public high school.—The character of the participation in extracurriculum activities during attendance in public high school by the members of the graduating classes of 1911, 1915, 1919, 1923, and 1927 is shown in Table 81. Although the greatest percentage of participation was in social activities, organized athletic activities in reality lead the list, as the social activities included field day celebrations and class parties which, strictly speaking, are not usually

¹ For an extended discussion of this phase of the report see study by Mahin, Amy McIntire. Participation in Community Activities in Senior High School and in Adult Life. Unpublished Master's thesis, Department of Education, University of Chicago, 1931.

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organized extracurriculum activities. The average number of activities participated in by the graduates of the different years who responded to the inquiry is 5.5, and the averages for the different classes are: 1911, 3.4; 1915, 4.3; 1919, 4.6; 1923, 6.2; and 1927, 6.2. The participation was slightly greater on the average than in the four schools studied in Chapter I, although the difference can probably be accounted for by the inclusion of the field day and class activities referred to earlier in this paragraph.

Traits believed to be developed through participation in extracurriculum activities.—Two hundred and thirty-two alumni checked a list of 17 traits which have been claimed by writers to be awakened or developed as a result of participation in extracurriculum activities. The list of traits and the number of individuals checking each trait with respect to the influence exercised by participation in activities, as well as the positive and negative ranks, are given in Table 82.

TABLE 82.—Number of graduates of public high school attributing positive and neutral influences to participation in extracurriculum activities and the ranks of 17 traits according to the influences exerted

| Trait | Awakened or developed | | Not affected at all | |
|---|-----------------------|------|---------------------|------|
| | Number | Rank | Number | Rank |
| 1 | 2 | 3 | 4 | 5 |
| 1. Initiative..... | 155 | 4 | 38 | 13 |
| 2. Sense of duty..... | 179 | 1 | 30 | 16 |
| 3. Courage..... | 103 | 13 | 59 | 4 |
| 4. Purposefulness..... | 88 | 16 | 71 | 6 |
| 5. Public spiritedness..... | 157 | 3 | 32 | 15 |
| 6. Sincerity..... | 99 | 14 | 68 | 2 |
| 7. Adaptability..... | 127 | 10 | 46 | 7 |
| 8. Magnetism..... | 82 | 17 | 62 | 3 |
| 9. Cooperativeness..... | 170 | 2 | 24 | 17 |
| 10. Abidance by majority decisions..... | 135 | 9 | 39 | 11.5 |
| 11. Self-reliance..... | 142 | 6 | 40 | 10 |
| 12. Exercise of self-control..... | 137 | 8 | 39 | 11.5 |
| 13. Discernment..... | 89 | 15 | 55 | 5 |
| 14. Self-confidence..... | 152 | 5 | 44 | 8 |
| 15. Democratic attitude..... | 140 | 7 | 36 | 14 |
| 16. Efficiency..... | 121 | 11 | 43 | 9 |
| 17. Forcefulness..... | 106 | 12 | 50 | 6 |
| Total..... | 2,182 | | 776 | |

Although the positive influences outnumber the neutral influences nearly three to one, the number of the neutral influences attributed to participation especially for certain

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traits, such as purposefulness, sincerity, magnetism, and courage, indicate that the claims made for extracurriculum activities in developing certain character qualities in pupils are not fully supported by the judgments of the persons exposed to the influences of the activities. The evidence indicates that participation in activities may awaken or develop certain traits in certain individuals and not in others, and that the influences tend on the whole to be positive rather than neutral.

| Activity in high school | Per cent participating | Relation of participation in high school to college and adult life | Per cent participating | Activity in adult life and college |
|-------------------------|------------------------|--|------------------------|------------------------------------|
| 1 Social | 15.6 | | 36.0 | Religious 1 |
| 2 Athletic | 12.6 | | 22.4 | Social 2 |
| 3 Assembly | 12.1 | | 16.6 | Study club 3 |
| 4 Musical | 11.0 | | 5.5 | Drives 4 |
| 5 Religious | 9.2 | | 5.5 | Miscellaneous 5 |
| 6 Home-room | 6.3 | | 4.6 | Athletic 6 |
| 7 Study club | 7.0 | | 3.6 | Civic 7 |
| 8 Publication | 5.6 | | 2.6 | Musical 8 |
| 9 Civic | 5.5 | | 1.9 | Publication 9 |
| 10 Miscellaneous | 5.1 | | 1.1 | Dramatic 10 |
| 11 Dramatic | 4.6 | | 0.0 | Assembly 11 |
| 12 Drives | 2.2 | | 0.0 | Home-room 12 |
| 13 Class | 1.0 | | 0.0 | Class 13 |

FIGURE 22.—Percentages of graduates of public high school who participated in activities in high school and in comparable activities in community life and college (class of 1927 only)

Relation of participation in high school to participation in adult life and college.—Data are presented in Figure 22 showing the relation of participation in extracurriculum activities in high school to participation in activities in community life and in college.⁴ The activities participated in are arranged

⁴ A considerable portion of the graduates of the class of 1927 were in college.

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in order of rank in parallel columns for high school and for adult life and college. Connecting lines indicate the carry-over strength of the different types of activities. The disappearance of three types of activities from the list of activities in adult life and college, namely, assemblies, home-room activities, and class activities tends to make the carry-over relation appear less than it actually is. If the percentage of high-school pupils participating in social activities is discounted slightly on the ground indicated in the second paragraph of this section the shift from athletics as the primary interests of pupils in high schools to religious activities as the leading community interests of adults is understood. The rise of interest in adult life in study clubs, drives, miscellaneous activities, and civic activities is significant, as is also the decline of interest in athletics and music. A fact of considerable importance not revealed in the figure is the average number of activities participated in by adults (5) in comparison with the average participation in high school (5.5).

The data indicate a high degree of persistence in participation from high school to adult life and college. However, a marked redistribution appears to take place in the emphasis given to certain types of activities after an individual enters college or the pursuits of adult life.

4. EVALUATION OF REASONS FOR PARTICIPATING IN CERTAIN ACTIVITIES

Best and poorest reasons for participating in 12 types of activities in high school.—A multiple-choice type of inquiry on the reasons frequently offered for participating in 12 types of activities in high school was submitted to three different groups of individuals, namely, 182 members of Kiwanis, Lions, and Rotary Clubs in cities adjacent to Chicago, 88 graduate students in educational administration, and 338 graduates of a large public high school ranging in date of graduation from 1911 to 1927. Responses were received from 608 individuals. Tabulations were made and are reported in percentage distributions (Table 83) for each group and the average for the entire group of respondents. Under each activity several reasons are given for participating

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in the particular activity in high school with the percentage of respondents designating each reason as the best or poorest of the number given. For example, 48 per cent of the total respondents considered "Prepare for citizenship in adult life" as the best reason for participating in activities of *student government and control* and 64.7 per cent considered "Make it easier for principal to discipline school" as the poorest reason. "Experience real citizenship in school community" was considered best by 43.8 per cent of the respondents, and "Have an opportunity to lead other pupils" poorest by 31.9 per cent. The percentage of respondents designating as poorest the two reasons receiving the largest "best" vote was insignificant, as was also the percentage designating as "best" the two reasons receiving the largest "poorest" vote. The graduate students in educational administration showed a marked preference for "Experience real citizenship in school community" as the best reason for participating in activities of student government in the high school in contrast with the service-club members and high-school alumni who favored "Prepare for citizenship in adult life." The shift in emphasis by the graduate students can probably be accounted for on the ground of indoctrination with ideas current in courses in education to the effect that "school is life, not preparation for life."

The findings of the 12 types of activities reveal a consensus of opinion regarding best reasons for participating in activities in high school ranging from 72.7 per cent for *Publications* to 34.3 per cent for *Home-room activities*, and regarding poorest reasons from 95.1 per cent for *Drives and campaigns* to 35.9 per cent for *Assemblies*. The consensus of judgments regarding the reasons (both best and poorest) offered for participating in each of the 12 types of activities reveals a fairly clear understanding of the values claimed for most activities. The low percentage of agreement with respect to both the best and poorest reasons for participation in some activities such as *Assemblies* and *Home-room activities* can be explained in part by the fact that these types had not been experienced as extracurriculum activities by some of the respondents while in high school, a fact brought out by ques-

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tions to the examiners in the administration of the inquiry form to the civic group.

TABLE 83.—Percentages of members of service clubs, graduate students in education, and graduates of a public high school designating the best and poorest reasons for participating in extracurriculum activities in high school

| Activity and reasons | Best reason | | | | Poorest reason | | | |
|---|---------------|-------------------|--------------------|---------|----------------|-------------------|--------------------|---------|
| | Service clubs | Graduate students | High-school alumni | Average | Service clubs | Graduate students | High-school alumni | Average |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I. Student government and control | | | | | | | | |
| 1. Make it easier for principal to discipline school..... | 5 | 9 | 3 | 2 | 68 | 78 | 48 | 65 |
| 2. Have an opportunity to lead other pupils..... | 9 | 9 | 9 | 6 | 26 | 21 | 49 | 32 |
| 3. Experience real citizenship in school community..... | 20 | 79 | 32 | 44 | 5 | 1 | 2 | 2 |
| 4. Prepare for citizenship in adult life..... | 66 | 21 | 57 | 48 | 2 | 1 | 2 | 2 |
| II. Drives and campaigns | | | | | | | | |
| 1. Develop civic responsibility..... | 60 | 41 | 53 | 51 | 4 | 100 | 4 | 3 |
| 2. Enable one to be more widely known as a leader..... | 3 | 4 | 4 | 2 | 92 | 94 | 96 | 95 |
| 3. Train one to cooperate with others in community movements which link school and home..... | 37 | 59 | 43 | 47 | 4 | 2 | 2 | 2 |
| III. Religious organizations | | | | | | | | |
| 1. Opportunity to attend winter and summer meetings..... | 1 | 2 | 1 | 24 | 20 | 30 | 25 | 1 |
| 2. Training for active adult church life..... | 25 | 5 | 23 | 18 | 1 | 1 | 2 | 1 |
| 3. Do the popular thing..... | 1 | 1 | 1 | 75 | 78 | 66 | 73 | 1 |
| 4. Discover under adult leadership best ways of life..... | 32 | 62 | 40 | 45 | 1 | 2 | 1 | 0 |
| 5. Be of service to others..... | 41 | 33 | 35 | 36 | 1 | 1 | 0 | 0 |
| IV. Social activities | | | | | | | | |
| 1. Learn how to meet social activities in adult life with ease and ability..... | 68 | 53 | 63 | 61 | 5 | 1 | 2 | 3 |
| 2. Have good fun while in school..... | 2 | 2 | 7 | 4 | 66 | 42 | 62 | 57 |
| 3. Be a part of the social life of the school..... | 9 | 43 | 13 | 22 | 9 | 11 | 7 | 7 |
| 4. Build friendships which will be of economic value to one when he goes into business later..... | 23 | 2 | 17 | 14 | 20 | 57 | 25 | 34 |
| V. Athletics | | | | | | | | |
| 1. Form habits for continuous right living..... | 66 | 84 | 59 | 70 | 3 | 3 | 9 | 5 |
| 2. Contribute to the honors of the school..... | 2 | 2 | 2 | 2 | 54 | 53 | 42 | 50 |
| 3. Learn how to be a good sport..... | 31 | 10 | 34 | 25 | 14 | 9 | 8 | 11 |
| 4. Gain first-hand knowledge of athletics..... | 3 | 3 | 4 | 4 | 29 | 34 | 41 | 35 |
| VI. Publications | | | | | | | | |
| 1. Learn the inside workings of the newspapers..... | 2 | 6 | 8 | 5 | 40 | 50 | 31 | 40 |
| 2. Learn to be exact and clear in expression..... | 79 | 66 | 73 | 73 | 1 | 2 | 1 | 1 |
| 3. Develop ability to see situations and interpret them for news..... | 14 | 15 | 14 | 14 | 5 | 10 | 7 | 7 |
| 4. Develop appreciation for publicity..... | 5 | 13 | 6 | 8 | 54 | 38 | 61 | 51 |

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TABLE 83.—Percentages of members of service clubs, graduate students in education, and graduates of a public high school designating the best and poorest reasons for participating in extracurriculum activities in high school—Continued

| Activity and reasons | Best reason | | | | Poorest reason | | | |
|---|---------------|-------------------|--------------------|---------|----------------|-------------------|--------------------|---------|
| | Service clubs | Graduate students | High-school alumni | Average | Service clubs | Graduate students | High-school alumni | Average |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| VII. Dramatics and public speaking | | | | | | | | |
| 1. Discover latent talents..... | 11 | 22 | 14 | 16 | 6 | 1 | 5 | 4 |
| 2. Need them in civic and social adult life..... | 23 | 31 | 28 | 27 | 3 | 3 | 3 | 3 |
| 3. Enable one to gain self-confidence..... | 66 | 45 | 56 | 56 | 2 | | 16 | 6 |
| 4. Make school life less irksome..... | 1 | 2 | 2 | 2 | 89 | 96 | 76 | 87 |
| VIII. Musical activities | | | | | | | | |
| 1. Gain a training for an enriched use of leisure..... | 41 | 76 | 40 | 52 | | | 3 | 1 |
| 2. Appear at an advantage in society..... | 18 | 11 | 9 | 9 | 25 | 11 | 21 | 19 |
| 3. Increase one's ability to earn money..... | 7 | 23 | 1 | 10 | 23 | 28 | 28 | 27 |
| 4. Improve one's health..... | 4 | | 2 | 2 | 36 | 49 | 44 | 47 |
| 5. Improve one's appreciation of music..... | 31 | | 48 | 26 | 1 | | 4 | 7 |
| IX. Subject clubs | | | | | | | | |
| 1. Discover tastes which will guide in choice of life work..... | 68 | 27 | 48 | 48 | | | 1 | |
| 2. Get more out of the subject by closer association with pupils of similar interests..... | 24 | 44 | 32 | 33 | 1 | | | |
| 3. Gain a closer fellowship with the teacher..... | 1 | | 3 | 2 | 5 | 1 | 4 | 3 |
| 4. Have an opportunity to enjoy one's hobby under the direction of one who can make it enjoyable..... | 7 | 28 | 15 | 17 | 4 | | 2 | 2 |
| 5. Get better grade by showing interest in teacher's hobby..... | | | 2 | 1 | 90 | 99 | 98 | 94 |
| X. Hobby clubs | | | | | | | | |
| 1. Enlarge one's interests..... | 56 | 75 | 62 | 64 | 3 | | | 1 |
| 2. Make regular school work more meaningful..... | 12 | 6 | 9 | 9 | 5 | | 5 | 3 |
| 3. Help one forget subjects he does not like..... | 1 | | 2 | 1 | 88 | 99 | 89 | 92 |
| 4. Give one opportunity to excel in one or more of his special interests..... | 32 | 19 | 27 | 26 | 5 | 1 | 6 | 4 |
| XI. Assemblies | | | | | | | | |
| 1. Gain school spirit..... | 15 | 6 | 19 | 14 | 28 | 29 | 19 | 25 |
| 2. Feel thrill of large numbers engaged in one project..... | 13 | 24 | 17 | 18 | 36 | 21 | 26 | 28 |
| 3. Learn to be an attentive listener..... | 30 | 11 | 17 | 19 | 5 | 7 | 12 | 8 |
| 4. Learn to entertain others..... | 11 | 3 | 9 | 7 | 27 | 41 | 40 | 36 |
| 5. Appreciate the performance of others..... | 30 | 56 | 38 | 41 | 5 | 1 | 4 | 3 |
| XII. Home-room activities | | | | | | | | |
| 1. They are the centers for discussion of all school activities..... | 27 | 29 | 23 | 26 | 11 | 4 | 13 | 9 |
| 2. One will be advised on the various activities in which he should engage..... | 25 | 12 | 13 | 17 | 7 | 7 | 18 | 11 |
| 3. From them representatives are elected to the central governing bodies..... | 2 | | 6 | 3 | 43 | 51 | 31 | 42 |
| 4. They are the primary political unit of school..... | 8 | 6 | 13 | 9 | 7 | 28 | 7 | 14 |
| 5. They facilitate conduct of other school enterprises..... | 4 | 17 | 12 | 11 | 20 | 6 | 23 | 17 |
| 6. They are the most democratic extracurriculum activity of the school..... | 34 | 36 | 33 | 34 | 12 | 4 | 8 | 8 |

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The variation in the order of the best and poorest reasons as designated by the three groups of respondents is slight. The graduate students varied from the judgment of the other two groups as to the best reason for participating in activities in high school in three instances and in two instances with respect to the poorest reason. The service club members varied from the other groups on two activities as to best reason for participating and on one activity as to poorest reason. The alumni of the public high school varied from the other groups on the best reason for participating in only one activity but agreed with one or both of the other groups in every instance as to the poorest reasons. The percentage of agreement among the members of each group as to both the best and poorest reasons for participation in the 12 different types of activities is greatest among the graduate students in educational administration and lowest among the high-school alumni. This is probably accounted for by the fact that the graduate students through reading in professional courses and discussion have tended to develop principles which influence their thinking. The high-school group probably is less influenced in this respect than either the graduate students or the members of the civic organizations. The service club members have no doubt been influenced in their opinions by the discussion of educational questions at their meetings and through their participation in civic affairs, although not to so great an extent as the graduate students in educational administration.

The agreement found to exist on the part of the members of the three groups with respect to best and poorest reasons for participating in activities indicates a fairly satisfactory understanding of the functions of activities by the respondents, and establishes therein competence of the members to render opinions regarding the influences of extracurriculum activities in secondary education.

Direct questions regarding extracurriculum activities.—The same groups considered in this section of the study were asked to respond with positive and negative answers to the questions listed in Table 84.⁵ With three exceptions the

⁵ Only the percentages of the positive answers are given in the table for the reason that the percentage of negative responses for any group can be secured by subtracting the percentage of positive responses from 100.

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majority of the answers to the questions were positive. Two of the questions answered in the negative by the majority of the three groups, namely, "Did extracurriculum activities tend to hold you in school longer than you would have stayed without them?" and "Did these activities influence your choice of work?" suggest that the types of activities provided in the past have not had great holding power or vocational value—claims frequently offered in support of extracurriculum programs. The other question answered by a bare majority of respondents in the negative, "Did membership in high-school clubs induce you to continue similar activities in adult life?" was answered positively by a small majority of the civic group but negatively by the other groups. The responses indicate that the individuals with greatest experience in adult activities, namely, the members of the service groups, consider the carry-over value of activities in high school somewhat greater than either the graduate students or the high-school alumni. The percentage of agreement for the entire list of 14 questions was highest among the members of the service groups and lowest among the high-school group as in the selection of the best and poorest reasons for participating in each of the 12 types of activities considered in the foregoing section.

Of the questions receiving a large percentage of positive answers, "Are activities of sufficient value to warrant their being included in the high-school program?" stands out as receiving virtually unanimous endorsement. The consensus of opinion with regard to the similarity of problems of office holding in high school and in adult organizations is also so great as to remove any doubt regarding the fact that some types of activities in high school are closely analogous in their demands to certain activities encountered in adult life. A question of importance to persons responsible for extracurriculum programs, namely, "Do you think you should have spent more time in activities in high school?" received a positive endorsement sufficiently strong to warrant continued constructive study and development of activity programs in secondary schools. At the same time the negative reactions were sufficiently large to warn administrators against the toleration of aimless and poorly sponsored pro-

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TABLE 84.—Percentages of members of service clubs, graduate students in education, and graduates of a public high school giving positive answers to 14 direct questions regarding extracurriculum activities in high school

| Question | Service clubs | Graduate students | High-school alumni | Average |
|--|---------------|-------------------|--------------------|---------|
| 1 | 2 | 3 | 4 | 5 |
| 1. Do you regard training in extracurriculum activities vital to club activity in adult life? | 68.6 | 56.2 | 62.5 | 62.4 |
| 2. Did membership in high-school clubs induce you to continue similar activities in adult life? | 56.8 | 44.2 | 42.4 | 47.8 |
| 3. Do you think you should have spent more time in activities in high school? | 61.7 | 69.4 | 64.9 | 65.3 |
| 4. Did extracurriculum activities tend to hold you in school longer than you would have stayed without them? | 30.4 | 9.3 | 11.8 | 17.2 |
| 5. Did these activities influence your choice of work? | 19.2 | 27.9 | 18.7 | 21.9 |
| 6. Did your experience as an officer in high school aid in serving as an officer in adult clubs? | 56.3 | 68.2 | 37.5 | 54.0 |
| 7. Is there a strong similarity between the problems of an officer in high school and an officer in an adult organization? | 90.8 | 93.1 | 89.7 | 91.2 |
| 8. Did office holding in high school give you greater confidence in yourself as a leader? | 87.3 | 85.7 | 62.5 | 78.5 |
| 9. Did office holding in high school develop in you greater executive ability? | 83.2 | 73.5 | 51.6 | 69.4 |
| 10. Were the officers elected in high school as a rule the type who commanded your respect? | 90.6 | 87.1 | 83.1 | 86.9 |
| 11. Did clubs have a positive influence in creating good citizenship in you? | 77.5 | 73.2 | 72.5 | 74.4 |
| 12. Are activities of sufficient value to warrant their inclusion in the high-school program? | 93.8 | 92.6 | 94.2 | 93.5 |
| 13. Were the activities in college as effective as those in high school? | 76.6 | 58.5 | 78.8 | 71.3 |
| 14. Have the community activities of adult life been as effective and satisfying as those of high-school days were to that period? | 73.6 | 64.5 | 80.1 | 73.7 |

grams. In the light of the emphasis placed on training for citizenship in the secondary school, the decidedly positive response to the question, "Did clubs have a positive influence in creating good citizenship in you?" should stimulate administrative officers to provide a definite place in the school program for this type of extracurriculum activity.

The positive responses to the questions, "Are activities of sufficient value to warrant their inclusion in the high-school program?" "Were the activities in college as effective as those in high school?" and "Have the community activities of adult life been as effective and satisfying as those of high-school days?" emphasize the importance of providing pupils in the high-school period with a program of activities that will not only give enjoyment but will guarantee experience and training which will make for intelligent participation

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in worthy activities of college and adult life. The negative reactions to the last two questions may denote a keen appreciation on the part of individuals for rich programs of extracurriculum activities in high school as contrasted with the poorly developed programs in many colleges and in adult community life, or the recognition of the fact that extracurriculum activities are a more necessary part of high school than of college and community life.

The data collected from the respondents reveal a body of favorable opinion regarding extracurriculum activities in secondary schools which should encourage administrative officers in their efforts to provide substantial programs of activities and should challenge them to find solutions to the problems of activity programs through constructive organization and administration.

6. SUMMARY

Evaluation of activities in secondary schools has been rendered difficult because of incompleteness of school records, inability to secure satisfactory samplings of respondents, and limitations in the methods of investigation in the study of the problems. Despite these difficulties certain data have been secured which, while not providing positive proof of the values of extracurriculum activities in high school, reveal evidences of influences of considerable significance to persons responsible for the organization and administration of extracurriculum programs.

Data secured from 529 graduates of a private secondary school indicate that there is a carry-over interest in 42 per cent of the cases from secondary school to college sufficiently strong to influence the student to continue in college the same types of activities pursued in the secondary school. The activities appearing to have the greatest carry-over are athletic and literary activities, and those having the least are hobby clubs, public speaking activities, and religious organizations. The carry-over from secondary school to adult life was found to be about 10 per cent less than from secondary school to college, the strongest influence being in activities of the service and literary types and the weakest in publications and public speaking.

EXTRACURRICULUM ACTIVITIES

The evidence secured from the graduates of the private school shows (1) that participation in activities in high school is believed by them to develop desirable traits and characteristics in participants; (2) that the undesirable influences of activities are considered slight as compared with the desirable influences, and (3) that approximately 90 per cent of the graduates advise pupils entering high school to participate in activities, particularly athletic activities, administrative responsibilities, military activities, and pupil government organizations.

Data secured from 293 public high-school graduates confirms the opinion of the private school alumni regarding the positive influence of participation in activities on the development of desirable personal traits and characteristics in the individual. However, a considerable proportion (about a third) of the public-school respondents considered that the influence of participation in activities on the development of personal traits and characteristics was neutral, thus indicating the danger of the school taking the values of extracurriculum activities for granted. The carry-over of participation in activities from high school to college and adult life is, in general, large, the average number of activities participated in by the adults being only about 10 per cent less than by the pupils in high school. The direct carry-over of interest from given types of activities in high school to similar types of activities in college and adult life appears to be somewhat less than was the case with the graduates of the private school, a marked redistribution in interest having taken place among the graduates of the public secondary school. This may be explained in part by the fact that the private school studied was for males whereas the public school was coeducational.

As a check on the relations found to obtain between the activities pursued in the two secondary schools and those pursued in college and adult life, an inquiry was submitted to members of service clubs, graduate students in educational administration, and the public high-school graduates, calling for an expression of judgment regarding the influence of participation in activities in the secondary school on activities pursued in college and adult life. A multiple-choice

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inquiry on the best and poorest reasons for participating in 12 types of activities was first submitted to ascertain the consensus of opinion of the three groups of respondents regarding the values of participation in activities. Inasmuch as marked agreement was found with respect to the best and poorest reasons for participation in most of the activities a sufficient understanding of the function of extracurriculum activities was revealed to warrant an expression of opinion regarding the influences of activities in secondary education. An inquiry of 14 questions calling for positive and negative responses to specific influences accruing from participation in activities was then submitted to the three groups. The responses revealed a strong consensus of opinion in support of extracurriculum activities as a necessary part of secondary education. The few negative reactions received carry a warning to administrative officers in secondary schools not to take values for granted, but through successful organization and administration to provide substantial programs of activities and to meet the problems which militate against the successful realization of the inherent values.

